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A Comparison of the Congruence Between the Actual and Espoused Valued Work of the New Jersey Secondary Principal

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A COMPARISON OF THE CONGRUENCE BETWEEN THE ACTUAL AND
ESPOUSED VALUED WORK OF THE NEW JERSEY SECONDARY PRINCIPAL

BY

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Submitted in partial fulfillment of the
requirements of the Degree of Doctor of Education
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I would like to dedicate this dissertation to my entire family. This dissertation has not only fulfilled requirements of the Education Department at Seton Hall University, it has fulfilled the requirements of my being.

I have been enrolled as a student of Seton Hall University since September of 1990, I chose to take one year off due to the birth of my daughter. During these thirteen years at Seton Hall I have grown from a naïve girl looking forward to changing the world by becoming a high school math teacher to a woman who has completed a doctorate while being married with children and a part-time college professor.

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CHAPTER I

Introduction

The role of the principal in public education is a multi-faceted one. According to Drake and Roe (1994), “the major function of the principal is to exert leadership to improve the quality of life of each individual within the school” (p. 207). Drake and Roe note that having a vision, empowering a community of learners and leaders, and creatively providing the resources to implement this vision can help improve the quality of life for students.

According to Whitaker (1999), the changing role of the school principal has affected the number of quality individuals interested in pursuing this career. Whitaker found that today’s principals have an enormous amount of responsibility in order to provide a quality education. Some duties include additional management tasks, improving student achievement, counseling more at-risk students, and establishing more involvement from both the parents and the surrounding community.

Sharp (1994) identifies that today’s principal is also primarily in charge of the entire school budget. Sharp suggests that being a “financial wizard” for the school includes understanding the property tax rate, as well as the idea of equity or fairness between districts.

Whereas, King (2000) suggests today’s principal has to cultivate a rapport with the surrounding communities, business, media, and even politicians to promote success in today’s schools.

Furthermore, Anderson and Gosling (2000) recognize that a solid working relationship between the principal and the superintendent is critical for school success. Some of Anderson's suggestions include being respectful of one another's role, seeking agreement in defining the issue and developing goals and strategies to achieve that goal.

Heaney and Michela (1999) acknowledge that safety in today's schools is imperative for a quality education. Their suggestions include being comprehensive, cooperative, and consistent in designing a safe school.

The ideal 21st Century principal can be assessed using the Interstate School Leaders Licensure Consortium (ISLLC) standards. The Council of Chief State School Officers authored the ISLLC standards in 1996 (CCSSO, 1999). These standards and their indicators provide an overall framework for professional development for school leaders.

According to Hessel and Holloway (2002), a framework for school leaders has been published in order to link the ISLLC standards to practice. "The great contribution of this book is that it translates these somewhat global standards to the specific responsibilities of school leaders" (p. 2).

The literature suggests that the principal of the 21st Century has many responsibilities: managerial, financial, improving student achievement, promoting positive relations with the surrounding community, and even providing a safe haven for all of the students during a school day. Today's principal is held accountable for various duties. Can these duties, tasks, roles and skills be interpreted as the "valued work" of the principal?

Purpose of the Study

The purpose of this study was to define the meaning of what is the “valued work” of the high school principal. This study determined both the actual and the espoused valued work of the high school principal. In this study, the actual valued work was determined by a completed content analysis using samples of formal evaluation instruments from the State of New Jersey. This method of content analysis identified the specific duties, tasks, and skills that constitute the actual valued work of a high school principal. The espoused valued work was determined by an analysis of responses provided by superintendents of New Jersey in a questionnaire. This study further analyzed the congruence between the actual valued work and the espoused valued work across districts.

Problem Statement

According to Evans (1995),

Much of what has been written (about the responsibilities, requisites and rigors of the principalship) is focused, more on a generalized construct of the principalship, than on the individual performing the role, more on the theory of leadership than on the dynamics of leading. (p. 4)

In the State of New Jersey, school districts are divided into eight District Factor Groups (DFG), and each school district belongs to one. Seven central traits were examined by the census in order to group the appropriate district into a common DFG. They are as follows: percent of population with no high school diploma, percent with some college, occupation, population density, income, unemployment, and poverty (New

Jersey Department of Education, 2002). In these districts, the superintendent, or his or her designee, evaluates the building principal. Usually this occurs once a year using the Board approved principal evaluation system. Therefore, it is possible for each principal to have a different evaluation system even within the same DFG. Consequently, there may be similarities, but also there may be contradictions between districts within the same DFG as to what is the valued work of the principal.

The first phase of this study investigated the actual valued work of high school principals as it is reflected in the formal evaluation instruments. This study identified which skills are deemed valuable by measuring the frequency of those skills printed on the formal evaluation instruments. Is it possible that different communities reflect different leadership skills as valuable?

The second phase of this research surveyed New Jersey superintendents in order to define the espoused valued work of the high school principal. Is it conceivable that the superintendents' perspective as to what leadership skills are valuable may differ among communities?

It is important to see if any dissonance exists between what principals are evaluated on and what leadership skills superintendents deem valuable in their high school principals.

Research Questions

The following research questions are derived from the above ideas.

1. What is the actual valued work of the New Jersey high school principal as defined by current high school principal evaluation instruments?

2. What is the espoused valued work of the New Jersey high school principal as defined by the New Jersey superintendent?
3. What are the overall uniformities and differences between the actual valued work of the New Jersey high school principal as defined by the evaluation practices and the espoused valued work as described by New Jersey superintendents for the entire State of New Jersey?
4. What are the uniformities and differences as to which skills are identified as the actual valued work of the New Jersey high school principal and the espoused valued work of the New Jersey high school principal when the differences are examined across communities?
5. How aligned is the valued work of the secondary school principal with leadership theories and the ISLLC standards?

Significance of the Study

This study will add to the literature regarding the ISLLC standards. There is recent research regarding the evaluation criteria of the elementary school principal when compared to the ISLLC standards (Rooney, 1998); however, few studies have been completed regarding the secondary school principal. This study identified the skills present on the formal evaluation instruments and further aligned the skills to the ISLLC standards.

This study will also add to the literature regarding principal evaluation. According to Glasman and Heck (1992), “the systematic study of principal assessment has been slow to develop” (p. 5). There is current literature regarding “the politics of principal

evaluation” (Davis & Hensley, 1999, p. 22) and how to design the perfect evaluation instrument (Stine 2001), but there is little research regarding the identifiable skills for which secondary school principals are being held accountable. This research study acknowledged the leadership skills present among the formal evaluation instruments of the secondary school principal.

Delimitation

One delimitation for this study is that only the valued work of the secondary school principal was examined. Although all of the principals in New Jersey are in the process of evolving in order to meet the goals for the 21st century, this study focused on the high school principal. This study excluded describing New Jersey elementary principals, middle school principals, and assistant high school principals. Excluding those principals may have led to an incomplete picture regarding the valued work of the high school principal. The valued work of the high school principal may be only as valuable as how well the elementary principals, middle school principals, and assistant high school principals complete their job responsibilities.

Limitations

One limitation to this study is that blank principal evaluation instruments were collected. The valued work of the principal is best described by completed evaluations. Those forms are filed with the Department of Education and are kept strictly confidential.

A second limitation for this study was that some New Jersey high school principal evaluation systems were completely narrative. That is the actual format of the instrument

was a summary of actions completed by the principal in a given school year. If the evaluation instrument was a narrative format, there was not a viable method to code it. Therefore, it was not included in the analysis. This may have skewed the results regarding the amount of valued work present in a particular district factor group.

Conceptual Framework

The conceptual framework that guides this study was based upon Mintzberg's (1989) findings in his 1973 study, *The Nature of Managerial Work*. Mintzberg observed the activities of five chief executives for one week in order to answer the question, "What do managers actually do?" Mintzberg developed ten roles for the manager from his empirical research (Mintzberg, 1989).

Mintzberg's (1989) ten roles are combined into three broad categories: Interpersonal Roles, Informational Roles, and Decisional Roles. There are three roles in the first category, they are: the figurehead role, the leader role, and the liaison role. The figurehead role refers to the manager's role in performing duties of a ceremonial nature, the leader role refers to being responsible for the people in the organization, and the liaison role refers to the manager's ability "in which the manager makes contacts outside his or her vertical chain of command" (p. 17).

The three roles in the domain of Informational Roles are the roles of monitor, disseminator, and spokesman. The monitor role refers to the ability to "scan his or her environment for information, interrogates liaison contacts and subordinates, and receives unsolicited information" (Mintzberg, 1989, p. 18). The disseminator role refers to the manager's ability to pass information on to the subordinates. The spokesman role refers

to the manager's ability to deliver his or her information to people outside of the organization.

The four roles in the domain of Decisional Roles are the roles of entrepreneur, disturbance handler, resource allocator, and negotiator. In the role of entrepreneur, "the manager seeks to improve his or her unit, to adapt it to changing conditions in the environment" (Mintzberg, 1989, p. 19). Disturbance handler refers to the ability of handling pressures. Resource allocator refers to the decision of how to decide "who will get what in the organizational unit" (p. 20). The role of negotiator refers to the act of negotiating the duties of the manager's job.

Mintzberg's question of "What do managers actually do?" guided this study in order to answer the question, "What is the valued work of the secondary school principal?" Mintzberg's ten roles were developed three decades ago and are still revered in management research today. This study determined what types of roles the 21st century secondary school principal must satisfy.

Definitions

District Factor Group (DFG): The New Jersey Census developed a formula to rank all districts in New Jersey into eight separate groups. The formula incorporates seven indices to decide in which group they belong. They are: percent of population with no high school diploma, percent with some college, occupation, population density, income, unemployment, and poverty. The eight District Factor Groups in New Jersey ranked from the lowest level to the highest are: A, B, CD, DE, FG, GH, I, and J.

ISLLC Standards: The Council of Chief State School Officers authored the Interstate School Leaders Licensure Consortium, (ISLLC) standards in 1996. These standards and their indicators provide an overall framework for professional development.

Principal Evaluation Instruments: The actual tool used by central office administration in order to appraise the success of the principal in a given school year. The evaluation instrument may be formative or summative or both. Either the superintendent, or his or her designee, evaluates the high school principal.

Valued Work of the New Jersey High School Principal: The duties, skills, and responsibilities a high school principal is held accountable for a given school year.

Organization of the Study

This dissertation is organized in the following manner. Chapter II is a review of the related literature regarding the valued work of the secondary school principal. Chapter III identifies the methodology that guides this study. That is, which methods were employed in order to answer the research questions. Chapter IV illustrates the findings of the methods used to answer the research questions. Chapter V is the conclusion of the study. It includes implications and recommendations for further research.

The following chapter is designed to provide a background of what other researchers have contributed regarding the high school principal. It fully describes each duty, skill, and responsibility for which a high school principal is held accountable.

CHAPTER II

Review of Related Literature

This chapter reviews literature relevant to the problem under investigation, the valued work of the secondary school principal. This chapter is divided into five main sections. The first section, *The Principalship of the 21st Century*, describes the various duties and tasks of current school leaders. The second section, *The Urban Principal*, concentrates on which specific responsibilities are different for this type of school leader. The third section, *An Overview of Leadership Theories*, describes Gary Yukl's definitions of four specific leadership theories. The fourth section, *The ISLLC Standards*, states the six Interstate School Leaders Licensure Consortium (ISLLC) standards used as a professional development guide for all school leaders. The fifth section, *Possible Principal Evaluation Tools*, illustrates the various possibilities in regard to secondary school principal evaluation measurement.

This literature review will not begin to define an effective principal, leadership style, NCATE standards, or the most effective evaluation tool. Yet, it will describe several aspects of the leadership skills needed to be a high school principal. This chapter provides a thorough investigation regarding what typical duties a high school principal is meant to complete in a given day, as well as what the ideal principal is supposed to accomplish throughout the school year.

The Principalship of the 21st Century

The purpose of the first area of this literature review is to depict the various duties and tasks for which today's school leaders are held accountable.

Hessel and Holloway (2002) provided a table that gives a brief overview of the evolution of the role of a school leader in the 20th century.

The role of the school leader has changed dramatically from the early 1900s. The role has shifted from having a position of scientific management of the school in the early 1900s, to concentrating on student-centered reform in the late 1990s to the present. In the 1980s, the school principal was meant to be a manager of human resources. Today, the principal is meant to be an instructional leader.

According to Graham (1997), "building principals are spending huge amounts of time on the job as general managers" (p. 7). In addition, "even though they are being prepared by graduate programs as instructional leaders, the principals are spending little time in that role" (p. 7). Graham noted that this is a negative development.

Drake and Roe (1994) suggest that having a vision, empowering a community of learners and leaders, and creatively providing the resources to implement this vision are the major tasks of a principal. The secondary school principal must obtain this vision and empowerment by not only having the "buy-in" from the staff and community, but also by demonstrating positive administrative ability in various areas. Such areas include optimizing resources, utilizing and understanding the budget's implications for the building, improving learning environments, and delegating responsibilities to other capable people.

Table 1

A Historical Perspective of the Role of the School Leader

School Leadership	Role
1920-1938: Improvement of Instruction	1. School leader becomes more democratic and professional
	2. Management is still a focus
1938-1950: Era of Human Relations	3. Expansion of Democratic methods-cooperation with and consideration of the teacher
1950-1980: Era of Professionalism	4. Professionalism of school leaders and curriculum workers
	5. Cold and Hot Wars
	6. Impact of Supreme Court Rulings(education opportunities for all)
	7. Science and Math Focus
	8. Inclusion of the Handicapped
	9. Integration
1980: Age of Reform	10. Principal server as:
	11. Financial manager
	12. Negotiator
	13. Manager of human resources

1990 to Present

- 14. Source of legal knowledge
- 15. Human relations expert
- 16. Standards movement
- 17. Restructuring
- 18. Student-centered reform

Note. (Hessel & Holloway, 2002, p.15)

According to Tirozzi (2001), there are several domains to consider when discussing the secondary school principal's role in school reform. Some examples include the changing school-age population across the nation, transience within our nation, our aging population, virtual learning, testing, staff requirements and resource allocations. Tirozzi reported all of these facts and asks the question just how much is the secondary school principal responsible for? He suggested that the principal should set the stage for the continuance of excellence and accountability by both his or her administration and that of his or her staff.

In New Zealand, the role of the secondary school principal has also come under scrutiny. According to Harold (1997), the decade of the nineties has been dedicated to school reform. Many of New Zealand's principals are willing to leave their profession due to the fact their schools are at crisis point. Their workload has increased while their morale has significantly decreased. Harold depicts one of the most crucial circumstances regarding reform has been the tension between leadership versus management.

Research provided by the Institute of Educational Leadership (2000), recognized just how important tomorrow's principal is. Although there is a discrepancy between

where today's principals are and where they need to be, it is this Institute's quest to prepare existing principals for tomorrow's challenges. This institute identifies three critical areas that need to be addressed. They are: "fill the pipeline with effective school leaders, support the profession, and guarantee quality and results" (p. 8). Specifically, improve preparation of new principals by raising the standards of graduate programs, and improve on-going training for the existing principal.

In Texas, parents and Board members listed common themes regarding what the desired attributes of an effective principal are (Gantner, Daresh, Dunlap, & Newson, 1999). Parents felt that the ideal principal should "get out of the office, interact and listen to students, teacher and parents" (p. 8), while Board members focused on the value of the building climate. Some desired climate components include "(a) getting people to feel good about themselves; (b) setting an expectation of professionalism; (c) visibility on campus; (d) interacting with students; (e) supporting teachers; and (f) demonstrating a sense of humor" (p. 10).

Portin (1997) identified many reasons regarding what has changed in relation to the role of the principal in Washington State. The factors include the addition of multiple duties, as well as the demands that stem from an increase in the diversity of the student body, the increase of safety issues regarding the staff and student body, and the addition of many more managerial responsibilities.

In North Carolina, Lyons (1999) conducted a study utilizing graduate school students who were seeking an administrator position. Lyons listed many suggestions for future principal preparation programs. Some suggestions included: provide instruction on how to develop a vision for the school, how to lead the entire school in goal setting,

understand the variables used that label school effectiveness, and how to work collaboratively with superiors. Other suggestions from this study regarding principal preparation programs included: how to provide a safe school environment, how to communicate with parents and the extended community, how to recruit a skilled staff, how to monitor student success, how to manage school resources, how to be an advocate for children, and how to maintain positive staff relationships.

In a slightly different vein, Whitaker (1999) noted that a national survey conducted by the Education Research Service reveals that there is a shortage of qualified principal candidates in the United States. Whitaker's study answered the question "Why?" The answers included: "overwhelming amount of responsibilities, perplexity of information, and emotional anxiety" (p. 355) attached to the role of principal. In addition, she noted that "collaborative decision making, management issues, the principal as a community leader, and special education issues" (p. 355) are possible hindrances for the principal. Her suggestions for improving the shortage included: "provide intrinsic and extrinsic rewards, develop networks of support for principals, develop partnerships between universities and schools, and strengthen administrator preparation programs" (p. 361-362). There are many changes as the principal assumes an increasing number of responsibilities.

The Urban Principal

This section of the related literature categorizes the differing duties and tasks for which the urban school leader is held accountable.

According to Portin (2000), there is dramatic discussion in the media regarding the challenges in urban schools. The principalship appears to be in transition in many geographical contexts due to the effects of education reform in the past twenty years. One specific issue regarding education reform for the urban areas is the implementation of site-based management. This model values the idea that decisions for the school are to be made by a management team comprised of multiple members of the district.

The uniqueness of the urban principal can be summarized as he or she has different managerial duties when compared with the rural or suburban principal. Some different duties include dealing with: higher per pupil expenditures, less local revenue, a higher percentages of students at risk of failure, students living in poverty, and students with limited English proficiency (Portin, 2000). Portin further implores urban principals to continue with their professional development in order to create a successful learning environment in the urban areas.

Cistone and Stevenson (2000) concurs with Portin, regarding how the increasingly complex and demanding position the urban principalship has become. In addition, Cistone and Stevenson noted the lack of research regarding principals in differing contexts. The need for professional development for the urban principal is imperative to fulfill the personal and professional goals of the learning organization.

Cistone and Stevenson further asserted that the urban principal contends with various issues uncommon to the suburban or rural principal. One such issue is in the nature of collaborative decision making within the urban schools. "Urban school principals, changes with facilitator roles in site-based managed schools, are challenged to address conflict in ways that yield functional synergies and constructive outcomes" (p.

440). Cistone and Stevenson further described the decision making process in urban education systems as problematic. "Although democratic theory stresses the desirability of widespread political participation, the complexities of urban school administration require the application of professional administrative expertise. The viability of the urban school principalship depends in large measure on resolving the competing implications of popular participation and professional authority and autonomy" (p. 440). He reported that there is little value in collaborative decision making.

According to Hannaway and Talbert (1991), there are more similarities than differences among high schools within different contexts. They have found that when the principal is used as a resource for the educational success of the teacher, schools are fairly equal across the three geographical contexts: rural, suburban, and urban. However, the most dramatic difference among the three contexts is the size of the district; an urban district is, on average, eight times the size of a suburban district. In addition to their findings, Hannaway and Talbert emphasize the need for more studies among the rural, suburban, and urban school districts.

An Overview of Current Leadership Theories

For the scope of this study, only four leadership theories were scrutinized. They are Situational Leadership, Transformational Leadership, Transactional Leadership, and Managerial Leadership. These four theories have various meanings to various theorists. For the purpose of this study, the definitions of each are taken from Yukl's analysis of leadership theories (Yukl, 1994).

According to Yukl (1994), “Situational Leadership” refers to the contextual factors of the leader’s role. For example, how does the nature of the environment and the characteristics of its subordinates determine a leader’s actions? The assumption is that different behavior patterns erupt from different situations. What may be an effective decision for one situation may not be for another.

On the other hand, “Transformational Leadership” refers to the process of building commitment to the organization’s objectives and empowering subordinates to accomplish these objectives. Subordinates of a transformational leader feel trust, admiration, loyalty, and respect toward their leader. Furthermore, the leader transforms and motivates his or her followers by making him or her more aware of task outcome, inducing him or her to transcend his or her own self-interest for the sake of the organization, and activating his or her higher-order needs (Yukl, 1994).

Yukl (1994) suggests that “Transactional Leadership” refers to the process of exchanging rewards for compliance. One component of this type of leadership includes clarification of the work in order to obtain a reward. A second component includes the monitoring of subordinates. A third component includes the use of punishments for obvious deviation from expected duties.

Lastly, “Managerial Leadership” also known as Directive Leadership, suggests that subordinates expect the leader to represent their interests; but that same leader is expected to deliver the objectives of his or her manager (Yukl, 1994). Yukl further asserts that the greater the number of peers a manager has to interact with, the less responsive the manager is to its subordinates. Yukl notes that an effective leader must be able to balance the various managerial duties that the job entails.

ISLLC Standards

The purpose of the fourth section of this literature review is to describe the set of national standards used as a professional development guide for any school leader.

The Council of Chief State School Officers (CCSSO) authored the Interstate School Leaders Licensure Consortium, (ISLLC) standards in 1996. These standards and their indicators provide an overall framework for professional development and guidance for leading schools (CCSSO, 1999)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting, with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (CCSSO, 1999, pp. 10-20).

Murphy and Shipman's (1998) study provided a synopsis as to the evolution of the ISLLC standards. The Interstate School Leaders Licensure Consortium added to the reformation of schools movement by working with the Council of Chief State School Officers to develop a framework for reforming school leadership. The role of the leader has become more flexible rather than that of a dictatorship, symbolic of yester year. Many responsibilities define the changing nature of leadership. They include the leader as a community servant, the leader as an organizational architect, the leader as a social architect, and the leader as a moral educator. Therefore, the Consortium published the six standards because they reported that there was a void surrounding universal standards for the leader.

Hessel and Holloway (2002) provide a framework for school leaders in order to link the ISLLC standards to practice. This framework has been divided into three areas. First, to provide a common language for redefining and refocusing the role of the school leader as defined by the ISLLC standards. Second, to articulate the role of the school leader as defined by the ISLLC standards. Third, to serve as a standards-based approach to describe various school leaders' levels of performance.

In addition to the ISLLC standards, there are also the ISLLC Professional Development Propositions (CCSSO, 1999). These five propositions are a guide for a professional development structure for current school leaders. They are:

Proposition 1: Quality professional development validates teaching and learning as the central activities of the school.

Proposition 2: Quality professional development engages all school leaders in planful, integrated, career-long learning to improve student achievement.

Proposition 3: Quality professional development promotes collaboration to achieve organizational goals while meeting individual needs.

Proposition 4: Quality professional development models effective learning processes.

Proposition 5: Quality professional development incorporates measures of accountability that direct attention to valued learning outcomes. (p. 3)

The CCSSO (1999) noted that teaching and learning should be the root of all professional development by utilizing both the standards along with the above propositions. In addition, all professional development should be a collaborative effort between the school leaders as well as the rest of the school community.

Research provided by CCSSO (1999), has disclosed the development of an assessment portfolio for school leaders. This tool could be used as an alternative assessment for school principals. ISLLC along with Educational Testing Service (ETS) has hired a team of school leaders to author a portfolio framework. Six states, Illinois, Kentucky, Mississippi, Missouri, North Carolina, and Washington DC have funded this project. They have decided to publish six components. Each component consists of four commentary questions and one reflection question. Each commentary question requires that the response be no more than two pages long, with supporting documentation, and no more than five pages of documents. The response to the reflection question can be no

more than two pages, no documentation is required (CCSSO, 1999). The components include:

- Component A1: Facilitating the Vision of Learning Within the School Community*
- Component A2: Sustaining a Culture Conducive to Student Learning*
- Component B1: Understanding and Responding to a Larger Context*
- Component B2: Collaborating with Families and Community*
- Component C1: Supporting Professional Growth and Development*
- Component C2: Organizing Resources for an Effective Learning Environment*

(p. 2)

Van Meter and McMinn (2001) described how to use the ISLLC standards in order to evaluate a principal. They noted that the standards provide a “road map” for new principals. The ISLLC standards also provided a sample job performance assessment that each new principal should strive to accomplish.

Iwanicki (1998) argues that many states have relied on a knowledge and skill based evaluation when evaluating principals. The National Policy Board for Educational Administration (NPBEA) made clear that this should not be the only indicator. The Connecticut evaluation tool encompassed twelve main ideas. They are in accordance with the ISLLC standards. In addition, Iwanicki stated that although standardized tests are used as a benchmark of success for students, the same cannot be applied to principals. It is the building principal who actually makes the decision of how to facilitate effective learning.

According to Coutts' (1997) study in Indiana, the ISLLC standards were validated when compared to actual building principals. His survey results found the majority of principals who were fired fell short in Standard 2, the school culture/instructional program standard. This means the principals who were dismissed were failing in the area of creating an effective climate, culture and instructional program. Coutts further reported that the findings were such that principals who cannot maintain the ISLLC standards are likely to find these weaknesses as the reason for their termination.

Rooney (1998) published her dissertation on the evaluation criteria of Illinois elementary school principals as compared to the Interstate School Leaders Licensure Consortium National Standards, which included over 200 elementary schools. Her findings concluded that the ISLLC standards were represented in the current evaluation instruments of the principals. However, the principals reported that the standards were not used enough. Rooney noted that further definition of the ISLLC standards within one's district would clarify the principal's role, which would provide effective leadership. She also emphasized that the entire process of evaluating the principal is an important part of effective leadership.

Squires (2000) published a dissertation entitled *A Study of Organizational Leadership: New Standards and Changing Roles for the Principalship*. She used an ISLLC standards evaluation instrument and compared it to the principal's self-perceptions of effectiveness. Squires stated three factors: Factor 1, principal as a change agent; Factor 2, principal as a decision maker; and Factor 3, principal as a technology user. Squires discovered that teachers viewed principals less positively as a change agent. Limitations in the study included the fact that the respondents were ethnically different,

and had different experience levels. That is, although gender was a factor, many of the principals were in their first three years of the principalship. In addition, her conclusions warranted the use of an ISLLC standards evaluation tool. Squires noted that principals who used this tool as a guideline would develop a structure and a process to foster effective leadership.

In summary, the national standards are to be used as a framework for professional development for school leaders (CCSSO, 1999). Currently New Jersey is in the process of adopting an abridged version of the ISLLC standards. The New Jersey Principals and Supervisors Association (NJPSA) is currently employing the ISLLC standards with the addition of the following standard:

Standard 7: A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations (New Jersey Principals Supervisors Association, 2002, p. 13).

Possible Principal Evaluation Tools

This last part of the literature review centers on possible evaluation tools for the principal. Heck and Marcoulides (1996) noted that there is a strong need to amend the existing evaluation methods used for principals.

Heck and Marcoulides (1996) noted that the standards are only the beginning to the designing of a new evaluation tool. This new principal assessment should be primarily based upon what important effects the principal has on leading the school. Another suggestion includes the use of valuable ratings in regard to each particular leadership domain. In addition, a needs assessment of the district's specific weakness

needs to be completed. Each district has its own weakness that needs to be strengthened by the principal.

Davis and Hensley (1999) examined the relationship between politics within the school district and the evaluation of school principals. Assessing school principals is not an easy task. Principals are faced with a myriad of objectives among an ever-changing set of standards. The principal is judged by the superintendent in regard to how he or she handles pressures from the school, the community, the central office, and the society at large. Politics play an important role in the job performance of the building principal. Davis and Hensley came up with several questions regarding principal evaluation. They include, "What are the formal principal evaluation procedures, sources of information used by evaluators, political factors that exerted a negative influence on principal evaluation, and political factors that exerted a positive influence on principal evaluation?" (p. 23).

The findings of the study conducted by Davis and Hensley (1999) were concise. Principal evaluations by the central office occurred only once a year, usually in the spring. Most of the principals in their study stated that faculty, parent, and Board member perceptions counted more than other quantifiable indicators.

Using a case study methodology, Stine (2001) surveyed nine principal evaluation instruments used in California. The findings were that the most effective evaluation processes include a combination of checklist, free form, and management by objectives.

According to Lashway (1998), there are very few ways to measure the effect of the accountability of a principal. He noted that the individual school community should produce each evaluation tool. When creating a tool, the central office should decide what

they want to know, then design the instruments most appropriate for those purposes. The available ways to assess the principal are paper and pencil tests, assessment centers, and portfolios.

Brown and Irby (1998) authored an article entitled *Seven Policy Considerations for Principal Appraisal in the School Administrator*. They have seven suggestions for principal evaluation in order to focus on student achievement. Evaluation should: focus on school improvement, be performance-based, be relevant to the principal's job functions, clearly define local performance expectations, promote "buy-in" and collaboration among all administrators, promote principal growth and improved leadership practice, and districts should provide resources, and clearly communicate procedures. In summary, they stated that administrators should focus on clearly defined indicators for principals.

Fletcher and McInerney (1995) organized a report listing twenty-one domains that are currently utilized in their principal evaluation tool. The twenty-one domains include are presented in Table 2.

The National Policy Board emphasized these twenty-one domains for Educational Administration as being important knowledge and skills for the principal to have (Fletcher & McInerney, 1995).

Herman and Herman (1995) authored an article entitled *Defining Administrative Tasks, Evaluating Performance, and Developing Skills* in the NASSP Bulletin regarding critical success factors to develop job descriptions. They stated that In Indiana,

Table 2

Twenty-One Domains Listed on Indiana Principal Evaluation Tools

<i>Functional Domains</i>	<i>Program Domains</i>	<i>Interpersonal Domains</i>	<i>Contextual Domains</i>
Leadership	Instructional Program	Motivating Others	Philosophical and Cultural Values
Judgment	Student Guidance and Development	Written Expression	Public and Media Relations
Delegation	Curriculum Design	Sensitivity	Legal and Regulatory Applications
Information Collection	Measurement and Evaluation	Oral Expression	Policy and Political Influences
Organizational Oversight	Staff Development		
Problem Analysis	Resource Allocation		
Implementation			

Note. (Fletcher & McInerney, 1995, p. 16)

there are three steps in developing job descriptions. They are identified as: an administrator's critical success factors, developing an evaluation/assessment structure, and developing an administrator's personal improvement plan. Furthermore, it was reported that success factors that are identified for each administrative position and

written in the job description, it is this job description that should be met when hiring a new administrator for the district.

According to Anderson (1995), there are two purposes for the formal evaluation of the principal. They are: formative evaluation serves as a means to improve performance, and summative evaluation serves as an end, a final judgment. Having both of these approaches in the performance evaluation of a principal provide constant feedback to the principal, as well as specific recommendations for improvement. Anderson further described the purposes of evaluating the principal. They are: a structure for annual goal setting, a structure for professional growth, a structure for supervisor evaluation, and a structure for board review and recognition of leadership performance.

Brown and Irby (1996) described another alternative for evaluating the principal, the portfolio system. An administrative portfolio is a collection of selected documents and artifacts reflective of the individual's experiences. The advantages of evaluating this way include: it is personalized, it encourages self-reflection, and cost-efficiency. The disadvantages include: the amount of time involved in creating it and the fact that many central office administrators do not readily accept the portfolio assessment system.

The Joint Committee has published *The Personnel Evaluation Standards*, which expressed that all evaluations should contain four basic components, propriety, utility, feasibility, and accuracy. In addition, The Joint Committee suggested five ways to apply the evaluation standards to a design of a principal evaluation system. They are: studying the standards, clarifying the purpose of the evaluation system, describing the existing evaluation system, applying the standards, and deciding what to do about the results (Stufflebeam & Nevo, 1993).

In a related vein, Black's (1995) research described how Illinois can best fit its current evaluation procedures to the elements provided by the Personnel Evaluation Standards. Black recommended the need to use multiple sources of data when evaluating principals. She also contended that districts should examine, identify, and define criteria to effectively evaluate the principal. Districts should also review the "Personnel Evaluation Standards" when developing their evaluation systems.

The preceding discussion has depicted the varying opinions held in the academic community about the principal's evaluation instruments. Heck and Marcoulides (1996) have written extensively on this issue. The ISLLC (CCSSO, 1999) standards are only a beginning effort to create an effective principal evaluation tool. Some scholars have also reported the need to consider alternative assessments for principals, such as the use of portfolios. While still others noted that the traditional formative and summative evaluation would be the best.

Conclusion

In summary, this literature review has provided an overview of current literature relevant to the phenomenon of the valued work of today's high school principals. Some major themes noted in this chapter are: the changing role of the principal due to education reform, the different responsibilities an urban principal is faced with, four possible leadership theories, the ISLLC standards, and how they offer a professional improvement plan for current school leaders and possible evaluation instruments that may effectively measure the principal's valued work.

The following chapter best describes the methods used in order to define the secondary school principal's valued work in New Jersey.

CHAPTER III

Research Methodology

According to Leedy (1997), the core concept underlying all research is its methodology. The research methodology directs the whole endeavor. It has two primary functions. They are: to control and dictate the acquisition of the data and to corral the data after acquisition and extract meaningfulness from them.

The research methodology employed for this study incorporated two conceptual frameworks of qualitative research, in order to derive and define a theory for the phenomenon of the valued work of the New Jersey secondary school principal. Although, literature regarding the role of the 21st century principal abounds, as seen in Chapter II, the relevance of some of the concepts regarding this phenomenon has yet to be established for the New Jersey secondary school principal.

The first portion of this research methodology utilized grounded theory. According to Strauss and Corbin (1994), grounded theory is a “general (research) methodology, a way of thinking about and conceptualizing data” (p. 275). In addition, grounded theory refers to a set of procedures for “analyzing data that will lead to the development of theory useful to that discipline” (Strauss & Corbin, 1990, p.27). An analysis of the formal evaluation instruments gathered in the study was done. The purpose of the analysis was to derive key duties, skills, and responsibilities that a New

Jersey high school principal must possess. This analysis defined what was the “actual valued work” of the New Jersey secondary school principal.

The second aspect of this research methodology made use of a phenomenological design. According to Leedy (1997), phenomenology is defined as a research method that attempts to understand participants’ perspectives and views of social realities. Over 200 New Jersey superintendents were mailed an open-ended questionnaire in order to gain their perspectives regarding to what duties, skills, and responsibilities an arbitrary New Jersey high school principal must possess. This portion of the study was defined as the “espoused valued work” of the New Jersey secondary school principal.

Finally, the last set of analyses compared the congruence between the actual and the espoused valued work of the New Jersey Secondary School Principal.

An Overview of Content Analysis

According to Neuendorf (2002), the definition of content analysis is:

A summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and it is not limited as to the types of variables that may be measured or the context in which the messages are created or presented. (p. 10)

The typical process of content analysis is a nine-step approach. The nine steps are as follows:

1. *Theory and Rationale:* What content will be examined and why? Are there certain theories or perspectives that indicate that this particular message content is important to study?

2. *Conceptualizations*: What variables will be used in the study, and how do you define them conceptually?

3. *Operationalizations (Measures)*: Your measures should match the conceptualizations (this is called internal validity). What unit of data collection will you use? Are the variables measured well? An a priori coding scheme describing all measures must be created.

4. *Coding Schemes*: You need to create the following materials: (a) Codebook (with all variable measures fully explained) and (b) Coding Form

5. *Sampling*: Is a census of the content possible? How will you randomly sample a subset of the content?

6. *Training and Pilot Reliability*: During a training session in which the coders work together, find out whether they can agree on the coding of the variables. At each stage revise the codebook as needed.

7. *Coding*: Use at least two coders, to establish intercoder reliability. Coding should be done independently, with at least 10% overlap for the reliability test.

8. *Final Reliability*: Calculate a reliability figure for each variable.

9. *Tabulation and Reporting*: Figures and statistics may be reported one variable at a time, or variables may be cross-tabulated in different ways. In the long run, relationships between content analysis variables and other measures may establish criterion. (Neundorf, 2002, pp. 50-51).

Description of Population and Sample

There are twenty-one counties containing approximately 261 high school districts in New Jersey, servicing grades nine through twelve. The New Jersey State Department of Education, on the basis of data obtained from the New Jersey Census, has collated districts with similar characteristics into eight District Factor Groups (DFG), labeled as follows, A, B, CD, DE, FG, GH, I, J.

The following table lists the number of high school districts in New Jersey according to DFG.

Table 3

Number of High School Districts in New Jersey

District Factor Group	Total Number of High School Districts
A	24
B	33
CD	36
DE	46
FG	38
GH	34
I	47
J	3
Total	261

For the first phase of this study, formal high school principal evaluation instruments were solicited from the central office of each 261 districts, from which 124 formal instruments were collected. This was a response rate of 47.5 percent.

The following table presents the findings of the number of evaluation instruments collected for this study.

Table 4

Number of Collected Evaluation Instruments

District Factor Group	Number of Evaluation Instruments Collected
A	11
B	11
CD	17
DE	22
FG	17
GH	19
I	26
J	1
Total	124

For the second phase of this study, 261 superintendents were mailed an open-ended, twelve-question questionnaire, from which 55 completed questionnaires were returned. This was a response rate of 21 percent.

Table 5 presents the findings of the number of questionnaires collected in the study.

Table 5

Number of Collected Questionnaires

District Factor Group	Number of Collected Questionnaires
A	3
B	5
CD	8
DE	11
FG	12
GH	4
I	12
J	0
Total	55

Data Collection

The high school principal evaluation instruments were requested from the central office of each district. Each superintendent was informed of the voluntary nature of his or her cooperation for the purposes of this research. In addition, the Superintendent was notified that the instruments would be grouped according to DFG, leaving the name of

the town anonymous. If the districts chose to participate, they returned their evaluation instrument by either, mail, email, or fax. After a two-week period, a follow-up fax was sent to the appropriate districts.

The received documents were then arranged in a random order, numbered from 1 to 126, labeled according to DFG. After the documents were numbered and lettered, they went into a binder in numerical order, to be coded by the coders.

For the second phase of this study, a method of survey design was utilized. The procedure for completing the task of mailing 261 questionnaires included four steps. The first step was for the questionnaire to be approved by Seton Hall University's Institutional Review Board for Human Subjects Research. The second step was to code self-addressed stamped envelopes in order to keep the Superintendent's name and district anonymous. The coding method chosen was to label each of the 21 counties from A to U, and then number the alphabetized districts from 1 until the appropriate number per county. The third step was to mail an informed consent letter with the twelve open-ended questions and a self-addressed stamped envelope, with instructions to return an informed consent and a completed questionnaire. The last step was to send a follow-up mailing to all of the districts that did not respond. This second mailing was sent exactly two weeks after the first mailing. If a Superintendent chose to participate, a copy of the informed consent form was sent to him or her.

Instrumentation

In order to analyze the "actual" valued work of the New Jersey secondary school principal, the Neuendorf (2002) method of content analysis was utilized. The content

examined was the measurable duties, skills, and responsibilities of the New Jersey secondary school principal, located in text on formal principal evaluation instruments. In order to define the actual valued work of the New Jersey secondary school principal, copies of currently used principal evaluation instruments were collected from 261 high school districts. One hundred and twenty-four instruments were received, which was a response rate of 47.5 percent. Among the 124 collected documents, two primary styles of evaluation tools were represented. They were open-ended narrative, and a checklist format. All of the evaluation instruments were very different from each other. Though the instruments were different, coding procedures were employed to help establish the central themes regarding the measurable duties, skills, and responsibilities of the secondary school principal.

The actual process of developing this codebook followed Neuendorf's (2002) procedures. Each key phrase or description found within the 124 instruments were written in order to determine the frequency of a central theme or themes. It was at this time that certain documents were deemed uncodeable. Specifically, if an evaluation was strictly an open-ended narrative format, then there was no way to determine which central themes were valued; therefore, these documents could not be coded. Furthermore, if an evaluation tool, either a narrative format or a checklist format, did not list specific headings, it was also deemed uncodeable. This resulted in a total of 43 uncodeable documents. There were 81 documents utilized in this study.

The following table presents the findings of the number of instruments utilized in the study.

Table 6

Number of Evaluation Instruments Analyzed

District Factor Group	Number of Instruments Analyzed
A	9
B	11
CD	10
DE	13
FG	11
GH	11
I	15
J	1
Total	81

The analysis of the 81 instruments yielded 11 central themes, they are: Board Policies, Problem Solving-Decision Making, Supervision of Personnel/Staff, Instructional Leadership-Curriculum, Pupil Personnel, Physical School Plant, Fiscal Management, Community Relations, Personal Qualities, Professional Growth, and Administrative/Management Duties. These elements were identified based on how frequently they were found in the text of the documents.

After these eleven central themes were established, the next part of the procedure was to list every text word in each document that described each central theme. The complete list of descriptors for each central theme was then alphabetized. At this point, the codebook was deemed completed and reliable.

Upon completion of the codebook, a tally form or codeform was developed. A three-tier nominal scale was developed to determine the degree of emphasis that a district placed on each skill or behavior. The number of indicators used to evaluate a particular behavior or skill was the determining factor regarding how much emphasis or value was attached to that skill. The number of indicators across all eleven skills ranged from one to twenty-one. However, the most frequent number of indicators used to describe a skill ranged from three to six. The following coding scale was developed: 1 = *little value*, if only one or two indicators were used; 2 = *valued* if three to six indicators were used; and 3 = *highly valued* if seven or more indicators were used to evaluate the skill. In addition, it was also decided that if a document was in a narrative format with the skill listed, then the score would be a 3 = *highly valued*. The reason for this is that the evaluator is spending an enormous amount of time evaluating the principal on each skill. It is inferred that those skills have the most value to that district. If a skill was absent from any document, then no score was assigned.

Upon completion of both the codebook and the codeform, all documents were bound together in order to be coded by two individual human coders. Having 90% or more congruence between the two coders validated the content analysis. At that time each codeform was placed in numerical order. The average of the two scores from each of the coders for each evaluation tool was the final scores that were to be entered for the statistical tests.

The coders agreed upon 395 out of 439 possible scores. This was an accuracy rate of 89.8% or 90% congruence, which deemed the coding system valid.

For the second phase of this study, a questionnaire instrument was developed. The questionnaire instrument was comprised of twelve open-ended questions. These questions elicited from the superintendents, their perspective on the value of each of the eleven skills. A sample item from the questionnaire is: How important is the secondary school principal's role in Instructional Leadership/Curriculum? How does this level of importance relate to your District Factor Group? This type of question reiterates itself for all eleven themes. The twelfth question asks the Superintendent if there were any immeasurable skills a high school leader must possess.

Although 55 questionnaires were collected, many of the superintendents left their answers extremely vague. It was at this time that 21 questionnaires were eliminated from the study. This left a total of 34 questionnaires. The following table presents the findings of the number of questionnaires analyzed in the study.

Data Analysis

The following is a re-statement of the research questions:

1. What is the actual valued work of the New Jersey high school principal as defined by current, blank high school principal evaluation systems?
2. What is the espoused valued work of the New Jersey high school principal as defined by the New Jersey Superintendent?
3. What are the overall uniformities and differences between the actual valued work of the New Jersey high school principal as defined by the evaluation practices and the espoused valued work as described by New Jersey superintendents for the entire State of New Jersey?

Table 7

Number of Questionnaires Analyzed

District Factor Group	Number of Questionnaires Analyzed
A	3
B	5
CD	6
DE	5
FG	7
GH	3
I	5
J	0
Total	34

4. What are the uniformities and differences as to which skills are identified as the actual valued work of the New Jersey high school principal and the espoused valued work of the New Jersey high school principal when the differences are examined across communities?

5. How aligned is the valued work for the secondary school principal with leadership theories and the ISLLC standards?

Proposition 1: There is no difference between the actual valued work and the espoused valued work of the New Jersey high school principal.

Proposition 2: There is no difference between the actual valued work and the espoused valued work of the New Jersey high school principal between different school districts.

Proposition 3: There is no difference between the skills or behaviors described as the valued work when comparing the actual valued work to the espoused valued work of the New Jersey high school principal.

For the first phase of this study, the analysis of the actual valued work was established by constructing the codebook. The coding of each of the 81 evaluation instruments was completed in order to define the actual valued work of the New Jersey secondary school principal.

For the second phase of this study, the various responses supplied by each of the superintendents were analyzed by transcribing their responses verbatim. This constitutes the second part of the analysis, the espoused valued work of the secondary school principal in New Jersey.

The final analysis of comparing congruence between the content analysis and the questionnaire was a narrative discussion. The secondary school principal formal evaluation instrument that matched the same district as a completed questionnaire was analyzed in order to compare the degree of emphasis for each of the eleven skills. The districts can be matched due to the coding system used for each collection. The comparison of those skills that are the same on both documents used the formula of percent to determine a level of congruence.

The fourth part of the analysis linked the data from the preceding analyses to four major themes of leadership theory. Specifically, each DFG was matched to a specific

leadership theory that exists in its district by using the espoused valued work. The possible leadership theories available for analysis were: Situational Leadership, Transformational Leadership, Transactional Leadership, and Managerial Leadership.

The fifth part of the analysis matched the existence of which ISLLC standards were present among each of the eleven skills found in the actual valued work of the New Jersey secondary school principal.

Each of the five research questions and three propositions will be answered and discussed in Chapter IV, Analysis and Findings.

CHAPTER IV

Analysis and Findings

The purpose of this study was to describe the “valued work” of the New Jersey high school principal. Specifically, it was to identify both the actual and the espoused valued work of the New Jersey secondary school principal. To delineate both the actual and the espoused valued work, two different types of data were collected. First, formal evaluation instruments for New Jersey secondary school principals were collected from high school districts. Second, superintendents were surveyed to determine what leadership behaviors they valued in the secondary school principalship. Each set of data was separately analyzed, and then ultimately compared to establish congruence.

The chapter is divided into five sections: Leadership Behaviors Found on Formal Evaluation Instruments, which is the analysis of the actual valued work of the secondary school principal; Superintendent’s Identification of Valued Leadership Behaviors and Skills, which is the analysis of the espoused valued work of the secondary school principal; The Congruence Between the Leadership Behaviors Found on Formal Evaluation Instruments and The Superintendent’s Identification of Valued Leadership Behaviors and Skills, which is the analysis dedicated to comparing the congruence of the previous two sections; The Evidence of Leadership Theories Amongst DFG, which is a narrative discussion on the existence of four leadership theories within the espoused valued work; and the Evidence of the ISLLC Standards Evident in the Formal Evaluation

Instruments, which is a narrative discussion on the existence of the ISLLC standards within the actual valued work.

There were five research questions to answer in this study. The first one is addressed in the first section, the second is addressed in the second section and the third and fourth questions are addressed in third section of this chapter and the fifth question is addressed in the final two sections of this chapter. In addition, there were three propositions set for this study. These Propositions will be discussed throughout the chapter.

Leadership Behaviors Found on Formal Evaluation Instruments

The first area to be examined was the analysis of the formal evaluation instruments. This analysis helped us to determine the actual valued work, as reflected in the formal evaluation instruments.

Using Neundorf's (2000) method of content analysis (refer to Chapter III), eighty-one documents were deemed codeable. Using the codeable forms, both a codebook and tally form were developed. This codebook was developed by identifying the themes that were prevalent amongst all eighty-one documents. The eleven common behaviors and skills that were defined as the actual valued work, based on indicators in the formal evaluation instruments are: Instructional Leadership-Curriculum, Board Policies - Records-Reports, Problem Solving-Decision Making, Supervision of Personnel/Staff, Physical School Plant, Fiscal Management, Community Relations, Personal Qualities, Professional Growth, Administrative-Management Duties, and Pupil Personnel.

These eleven behaviors and skills were the most common ones that appeared on the evaluation tools. All of the districts used different language to describe the duties, roles, skills, and responsibilities that a New Jersey high school principal is held accountable for. Moreover, their behaviors and skills tap into different responsibilities that the principal is expected to fulfill. For example, the skill of Instructional Leadership-Curriculum, refers to the principal's duty to oversee the high school's development. Skills related to Board Policies-Records refer to the principal's responsibility and ability to adhere to the guidelines and policies set by the Board of Education. Problem Solving-Decision Making refers to the principal's ability to solve the building's problems as quickly and efficiently as possible. Supervision of Personnel/Staff refers to the responsibility of maintaining effective teaching. Physical School Plant refers to the duty of maintaining the physical grounds of the high school building. Skills related to Fiscal Management refer to the duty of allocating the appropriate funds for the high school.

With respect to Community Relations, this refers to the role that the principal plays in the community, as well as his or her relationship with the Board of Education, staff, and parents. Personal Qualities refers to the traits that are inherent to the principal, such as, integrity and honesty. Professional Growth refers to the ability of the principal to stay abreast of current educational techniques. Administrative-Management Duties refers to the everyday routine tasks that a high school principal must complete in any given school day. Lastly, Pupil Personnel refers to the task of overseeing effective learning through evaluating both student progress as well as student achievement. A brief description of each can be found in Table 8.

Table 8

*Descriptors of Skills Evident on Secondary School Principal Formal Evaluation**Instruments*

Skills	Descriptors
Instructional Leadership-	1. Coordinating curriculum
Curriculum	2. Curriculum and instruction
	3. Program supervision and evaluation
Board Policies-Records	1. District responsibilities
	2. Promoting district goals
	3. Relationship with superintendent of schools
Problem Solving-Decision	1. Ability to make decisions
Making	2. Problem solving skills
Supervision of Personnel/Staff	1. Evaluation
	2. Recruits high quality personnel
	3. Supervision of teachers
Physical School Plant	1. Building appearance
	2. Facilities
	3. Plant operation
Fiscal Management	1. Budget
	2. Evaluates financial needs
	3. Keeps accurate records
Community Relations	1. Community interaction

	2. Organizes and administers public relations
	3. Works cooperatively with Board, staff and parents
Personal Qualities	1. Communication skills
	2. Creativity
	3. Enthusiasm
	4. Flexibility
	5. Initiative
Professional Growth	1. Awareness of education techniques and strategies
	2. Professional development
Administrative Management	1. Administration of the school
Duties	2. Administrative procedures
	3. Management skills
	4. Routine duties
Pupil Personnel	1. Proper student conduct
	2. Student achievement
	3. Evaluation of student progress

Table 9 presents a ranking of the eleven skills that were found on each of the eighty-one formal evaluation instruments. This ranking does not relate to the degree of importance of each, but whether or not the specific trait was evident.

Table 9

Areas of Leadership Skills Evident on Formal Evaluation Instruments

Skill	%	Cases
Supervision of Personnel/Staff	72.8%	59/81
Administrative Duties/Management	64.2%	52/81
Instructional Leadership/Curriculum	60.5%	49/81
Personal Qualities	59.3%	48/81
Community Relations	58.0%	47/81
Pupil Personnel	48.1%	39/81
Professional Growth	46.9%	38/81
Physical School Plant	40.7%	33/81
Fiscal Management	34.6%	28/81
Problem Solving/Decision Making	29.6%	24/81
Board Policies/Records/Reports	25.9%	21/81

The above table presents the data as to which leadership skills were valued by school districts in their evaluation of the secondary school principals. Supervision of Personnel/Staff was evident on fifty-nine or 73% of the evaluation instruments. This means that Supervision of Personnel/Staff was the most prevalent skill found on which principals were evaluated. In addition, on over half of the evaluation instruments, the following four leadership skills were present: Administrative Duties/Management, Instructional Leadership/Curriculum, Personal Qualities, and Community Relations. The least prevalent skills in order of importance were: Pupil Personnel, Professional Growth,

Physical School Plant, Fiscal Management, Problem Solving/Decision Making, and Board Policies/Records Reports.

For the ease of analyzing the remainder of the data, eight DFGs were collapsed to four groups. They are DFG A, DFG B and DFG CD, DFG DE and DFG FG, and DFG GH, DFG I, and DFG J.

Table 10 depicts the most valued leadership skills and the least valued leadership skills for the four major groupings of the DFGs. The assumption is that the more specific information that an evaluation instrument contains regarding a skill, the more important that skill is. In other words, districts that have many specific descriptors about a leadership skill are likely to value that skill more than a district that has fewer descriptors. The most highly valued skill is based on obtainment of the score of 3, that is, it had seven or more descriptors present on the evaluation instrument. The least valued skill is based on obtainment of the score of 3, which means seven or more descriptors for that identified behavior on the evaluation instrument.

Column 1 lists the four collapsed DFGs. The second column lists the valued skill. Column 3 lists the number of districts' evaluation instruments that included that skill, and of that number, the number of instruments that had seven or more descriptors. For example, there were seven evaluation instruments in DFG A that had Administrative Duties as an element of the principal's evaluation. Of that seven, five of the tools had seven or more descriptors for that skill, which means that the skill of Administrative Duties was the most highly valued skill in five districts in that DFG based on the coding scale used. Column 4 lists the least highly valued skill. Column 5 lists the number of districts' evaluation instruments that included that skill, and of that number, the number

Table 10

*Most Highly Valued and Least Highly Valued Leadership Skills Found in Formal
Evaluation Instruments*

Collapsed DFG	Most Valued Skill	% of the Districts that Highly Valued the Skill	Least Valued Skill	% of the Districts That Highly Valued the Skill
DFGA	Administrative Duties	71% (5/7)	Community Relations	20% (1/5)
DFGB,CD	Problem Solving	100% (3/3)	Professional Growth	36% (4/11)
DFGDE,FG	Personal Qualities	86% (12/14)	Fiscal Management/ Instructional Leadership- Curriculum	38% (3/8) 38% (6/16)
DFG GH, I, J	Professional Growth	73% (8/11)	Board Policies	33% (3/9)
ALL NJ	Problem Solving/ Administrative Duties	71% (17/24) 71% (37/52)	Fiscal Management	43% (12/28)

of tools that had seven or more descriptors. For example, there were five evaluation tools from DFG A that had Column 1 lists the four collapsed DFGs. The second column lists the valued skill. Column 3 lists the number of districts' evaluation instruments that included that skill, and of that number, the number of instruments that had seven or more descriptors. For example, there were seven evaluation instruments in DFG A that had Administrative Duties as an element of the principal's evaluation. Of that seven, five of the tools had seven or more descriptors for that skill, which means that the skill of Administrative Duties was the most highly valued skill in five districts in that DFG based on the coding scale used. Column 4 lists the least highly valued skill. Column 5 lists the number of districts' evaluation instruments that included that skill, and of that number, the number of tools that had seven or more descriptors. For example, there were 5 evaluation tools from DFG A that had Community Relations as an element of the principal's evaluation. Of that five, one tool had seven or more descriptors for that skill which means that the skill was highly valued in only 1 district according to the coding scale designed.

There were nine formal evaluation instruments available in DFG A. Administrative Duties was a category present on seven of these instruments. For this district grouping, Administrative/Management Duties was the most highly valued skill. On five out of the seven instruments, or 71%, there were at least seven descriptors identifying this expected skill. For the same DFG, Community Relations was a category present on five of the instruments. Community Relations was the least highly valued skill. There was only one evaluation instrument that contained seven or more descriptors.

There were twenty-one formal evaluation instruments available in DFG B and DFG CD. Problem Solving was a category present on three of these instruments. For this district grouping, Problem Solving was the most highly valued skill. On three out of the three instruments, or 100%, there were at least seven descriptors identifying this expected skill. For the same DFGs, Professional Growth was a category present on 11 of the instruments. This skill was the least highly valued. On four out of the 11 instruments, or 36%, there were seven or more descriptors found on the instruments.

There were 24 formal evaluation instruments available in DFG DE and DFG FG. Personal Qualities was a category present on 14 of these instruments. For this district grouping, Personal Qualities was the most highly valued skill. On 12 out of the 14 instruments, or 86%, there were at least seven descriptors identifying this expected skill. For the same DFGs, both Fiscal Management and Instructional Leadership-Curriculum were the least highly valued skills. Fiscal Management was a category present on eight of the instruments. On three out of the eight instruments, or 38%, there were seven or more descriptors present. Instructional Leadership-Curriculum was a category present on 16 of the instruments. On six out of the 16 instruments, or 38%, there were seven or more descriptors describing this expected skill.

There were twenty-seven formal evaluation instruments available in DFG GH, DFG I, and DFG J. Professional Growth was a category present on 11 of these instruments. For this district grouping, Professional Growth was the most highly valued skill. On eight out of the 11 instruments, or 73%, there were at least seven descriptors identifying this expected skill. For the same DFGs, Board Policies was a category present on nine of the instruments. This skill was the least highly valued. On three out of

the nine instruments, or 33%, there were seven or more descriptors found on the instruments.

Amongst all of the districts combined in New Jersey, the most highly valued traits were Problem Solving and Administrative Duties. Problem Solving was a category present on 24 of these instruments. On 17 out of the 24 instruments, or 71%, there were at least seven descriptors identifying this expected skill. Administrative Duties was a category present on 52 instruments. On 37 out of the 52 instruments, or 71%, there were at least seven descriptors identifying this expected skill. For the same DFGs, Fiscal Management Growth was a category present on 28 of the instruments. This skill was the least highly valued. On 12 out of the 28 instruments, or 43%, there were seven or more descriptors found on the instruments.

Comparison of the data across the four groups revealed that different skills are valued by different district groupings. It would appear that Administrative Duties are the most important skills in DFG A, an Abbott district, while in the affluent districts of DFG GH, I, and J the most important skill is Professional Growth. In DFG B and CD, Problem Solving was the most highly valued skill. Administrative Duties are the most highly valued skill in DFG A and in all of the districts in New Jersey. Conversely, the least important skill in both DFG DE and FG and in all of the districts in New Jersey was Fiscal Management.

In summary, the eleven skills defined as the actual valued work of the New Jersey secondary school principal are: Instructional Leadership-Curriculum, Board Policies - Records-Reports, Problem Solving-Decision Making, Supervision of Personnel/Staff,

Physical School Plant, Fiscal Management, Community Relations, Personal Qualities, Professional Growth, Administrative-Management Duties, and Pupil Personnel.

The first proposition, stating that there is no difference between which skills are determined to be important amongst District Factor Groupings, has been disproved. Each DFG, as well as the districts in New Jersey, revealed different valued skills. However, all eleven skills do have some level of importance in the evaluation of the secondary school principal. Each evaluation instrument may contain a skill that is used to evaluate the principal, but it may not be as important, based on the number of indicators that are used to judge how effectively the principal is fulfilling his or her responsibilities.

Superintendent's Identification of Valued Leadership Behaviors and Skills

These second sets of findings were derived from the responses of the superintendents. The second major research question sought to determine the espoused valued work of the secondary school principal as defined by the superintendent's perspectives, in contrast to what was actually included on the evaluation instruments. Based on the analyses of the formal evaluation instruments, the superintendents were contacted to complete a questionnaire regarding the eleven skills, which defined the espoused valued work (Refer to Chapter III for further description). The open-ended twelve-question questionnaire was sent to 261 superintendents.

There were thirty-four collected questionnaires that were deemed thoroughly completed. They were divided into the four collapsed DFGs, that is DFG A, DFG B, CD, DFG DE, FG, and DFG GH and I. None of the districts in DFG J responded to the survey.

A complete listing of the verbatim responses found in all thirty-four questionnaires can be found in Appendix C. For the purposes of this analysis, four distinct tables have been provided describing the essential themes that emerged from the responses. Direct quotes have been added to the analysis to illustrate the superintendents' responses. The four tables provide a brief description of the reasons offered by the superintendents as to why they valued certain behaviors and skills. The responses from each DFG grouping are presented in a separate table. Following the table is a set of direct quotes. Following the direct quotes is a narrative discussion regarding the superintendents' responses.

The essential themes found in the superintendents' responses from DFG A are best summarized in Table 11. This table, as well as the other tables, omit four questions: question #2 regarding Board Policies; question #5 regarding Physical School Plant; question #10 regarding Administrative Duties; and question # 11, regarding Pupil Personnel. Although these four questions are an important part of the role of the principal, in most cases, the principal delegates these responsibilities to others. Three superintendents belonging to DFG A provided responses. This was the lowest return rate.

The following quotes have been provided to further illustrate the DFG A superintendents' perceptions as to what leadership skills are valued and why.

DFG A Instructional Leadership-Curriculum

Instructional leadership/curriculum is extremely important regardless of the level.

Early childhood, elementary, middle or high school. It is particularly important in

Table 11

DFG A Superintendents' Definitions of the Espoused Valued Work

Skill	Essential Themes from Responses
Instructional Leadership - Diversity	
Curriculum	Principal sets the climate-the role being a principal teacher
Problem Solving	Shared responsibility
Supervision of Personnel/Staff	Principal as the leader evaluates all staff
Fiscal Management	Responsible for allocating funds where needed
Community Relations	Positive image is a must for a successful school
Personal Qualities	Leadership, confidence and a positive attitude
Professional Growth	Professional development must be modeled for all staff
Immeasurable Skills	Must enjoy education and all that goes with it

our district because of the diverse needs of our student population. The school leader must lead the reform process to ensure optimal student learning. (Supt. 1)

The principal sets the climate and drives the teachers to reach their goals. By using the school data, the principal, along with other administrative team review must determine the institutional needs of the student body. The research then must be transferred to the curriculum. The principal must make sure that the

districts curriculum is being followed. It relates a great deal to our district factor group. (Supt. 3)

DFG A Problem Solving

By working with the administrative team the principal should be the leader in addressing and resolving problems. Decision-making is a shared responsibility of the administrative team. Most important to our district factor group. (Supt. 3)

DFG A Supervision of Personnel/Staff

District Factor Group should not be an issue! Extremely important! The school principal must define, communicate, inspire, evaluate (using diversified techniques) and differentiating to ensure the effective performance of all duties and responsibilities. (Supt. 1)

DFG A Fiscal Management

The high school is similar to the entire district when dollars come into play. There are many accounts that are used. Athletics, shops, etc. are part of this also. Although the principal may not be the one writing the checks, the responsibility is still with that person. (Supt. 2)

The principal is the major stake holder in the budget development process along with the School Management and Improvement Team, and he is ultimately responsible for the fiscal management of the school budget under whole school

reform. Very Important in the District Factor Group as the determination of the school financial needs. (Supt. 6)

DFG A Community Relations

Community relations is one of the keys to success. Because scores are high and games have been won, the PR factor needs to be massaged. The high school principal needs to be one of the many ambassadors of the district providing information, hospitality, and education in a friendly, but safe manner. No matter how well the school does, if the principal is not out front with a pleasant personality talking about what happens in his/her building little is seen by the public. (Supt. 2)

DFG A Personal Qualities

The quality of leadership, confidence and positive attitude must be displayed to all students, faculty, staff and the community at large. Very important to the District Factor Group. (Supt. 3)

DFG A Professional Growth

Professional growth is always important for his/her staff as well as for himself. We can not be happy with what is. We must always look ahead and stay on top of what is current in education. We need to project this to our staff as well. (Supt. 2)

DFG A Immeasurable Skills

Everything is measurable in one way or another. But personality is a key factor for me. In question #8 I gave you what appearance, but the reality is the principal must be a person of passion for the position. He/she must love children, education, and what goes with it. He/she must be willing to spend a great deal of time and energy in the day-to-day operation of the facility and a great deal more time in the compassion that must be added. He/she must empathize with the students. He/she must understand the conditions that go with each body that is in his building. He/she must be a real educator. This means to me one that looks at the courses and their numeric value, but also what these courses do for each child. (Supt. 2)

The responses from the superintendent's in DFG A suggest differences in viewpoints and opinions. For example, one of the three superintendents felt the DFG was a relevant factor in evaluating the principal in all 11 areas (refer to Supt. 3). The other two superintendents felt that DFG had no relevance to any of the eleven skills identified as the actual work. In addition, all three superintendents agreed that all eleven skills are either important or extremely important. Also, all three superintendents agreed that most of the skills a secondary school principal must have are beyond measure or immeasurable.

Moreover, the diverse needs of these districts seemed to be evident in all three responses. Also, it appears with regard to Problem Solving/Decision Making, these communities apply a shared decision making technique. Furthermore, not one skill was deemed to be more important than another; all eleven skills are equally important. Hence,

the espoused valued work, as perceived by the superintendents of District Factor Group A, is congruent with the eleven skills identified in the evaluation instruments.

Eleven superintendents belonging to DFG B and DFG CD provided responses. Table 12 lists the essential themes found in the completed questionnaires.

Table 12

DFG B and CD Superintendents' Definitions of the Espoused Valued Work

Skill	Essential Themes from Responses
Instructional	Scarcity of resources
Leadership-	Monitor curriculum to compete with suburban schools
Curriculum	Positive school climate to raise academic standards
Problem Solving	Urban schools have a variety of problems due to the diversity in ethnic clientele
	Site Based Management
Supervision of	In urban settings the principal must have effective staff to
Personnel/Staff	raise student achievement
	In order to foster a strong instructional program, one must have a strong, competent staff, which requires the ability to supervise staff effectively
Fiscal Management	Urban schools have to provide more to compete with suburban schools
	Not as much funds available
Community	Urban schools have difficulty gaining parental involvement

Relations	Due to diverse community, there must be representation of various cultures
Personal Qualities	Honesty and integrity are essential Good interpersonal skills to gain parental involvement Instill confidence to staff and students
Professional Growth	If one wants to foster learning, one must model learning
Immeasurable	Love of children
Skills	Enthusiasm to work with age group

The following quotes have been provided to further illustrate the DFG B and DFG CD superintendents' perceptions as to what leadership skills are valued and why.

DFG B and CD Instructional Leadership-Curriculum

Instructional Leadership is more important than ever. It is also a role that I have come to place more value on. I enjoy this area very much. DFG B schools tend to have a scarcity of resources available both financial and human, therefore, Instructional Leadership may be important. (Supt. 1)

It is extremely important as the community continues to expect the district to prepare the student for post-secondary success and to raise academic standards. It is also very important to due to the fact that schools are compared to one another on the State Report Cards + State assessment. There is a high level of importance related to our DFG. (Supt. 10)

DFG Band CD Problem Solving

Principals have to solve problems and make decisions all day everyday. Schools can only run smoothly and effectively when good decisions are routinely made. Urban students have a variety of problems and need better schools than other factor groups, therefore principals need to make the best decisions daily. (Supt. 2)

DFG B and CD Supervision of Personnel/Staff

The principal's role in supervision is also crucial. The principal recommends which staff are offered tenure. In an urban setting staff have to be extremely effective if student achievement is to rise. Principals have to be able to recognize good teaching and know how to bring mediocre teachers to higher levels. (Supt. 2)

DFG Band CD Fiscal Management

We are site based management district. Our community character requires input from many sectors. The principal has domain over his or her budget, and is expected to draw upon consensus on the issues. Due to the DFG, we do not have funds to do what we might like to do, therefore being fiscally prudent is very important. (Supt. 4)

DFG Band CD Community Relations

Community Relations are another important component of an urban principal's job. Urban schools usually have difficulty obtaining parent involvement. All

research states the most successful schools have strong parental involvement. Urban schools need innovative programs to promote achievement and much attention has recently focused on involving business/community in school programs. (Supt. 2)

As a site based management district, the principal is responsible for building community rapport. Due to the fact that we are a diverse community, representation from various cultural and ethnicities is essential. That is a direct connection to the DFG. (Supt. 4)

DFG Band CD Personal Qualities

We have seen recently how the President's character influences the country– in just the same manner and to the same degree does the principal influence and effect the school and its community. (Supt. 9)

It is very important that the principal has the personal qualities that instill confidence in the faculty/staff, students, and community such as honesty, integrity, knowledge, etc. There is a little relationship to the DFG. (Supt. 10)

DFG Band CD Professional Growth

Goes back to the area of Instructional Leadership. I play an important role in establishing building Professional Growth plans. May be more important in lower DFG groupings. (Supt. 1)

This aspect is critical to leadership. If one wishes to create an environment which fosters *learning*, one must model learning. This may be more critical in DFG's which have a higher degree of parental involvement. (Supt. 7)

DFG Band CD Immeasurable Skills

Propensity to juggle multiple tasks simultaneously without losing perspective of what is the ultimate objective. Different personalities make good principals because they are able to interact in manners which have productive results. There is no definition of character that is tangible in the principal, they are all immeasurable. What I seek in principal candidates are people with a successful track record in their pursuits, noble failures (a requirement of the job) and a inclination toward people. (Supt. 4)

The principals in these communities have responsibilities in all of these leadership skills, however, they choose to delegate some of his or her responsibilities to other department supervisors, such as, vice principals, director of guidance, and director of maintenance. Moreover, there seemed to be an underlying theme of having to compete with the suburban schools without having the funds or the parental involvement (refer to Supt. 1). Also, the personal qualities seem to be in alignment with DFG A, as well as the need for the principal to continue their professional growth (refer to Supt. 7). Furthermore, student achievement seemed to be another underlying theme for these districts (refer to Supt. 6).

It has been determined that not one skill was deemed to be more important than another. All eleven skills are important. Hence the espoused valued work as perceived by

the superintendents of DFG Band DFG CD is congruent with the eleven skills identified in the evaluation instruments.

Twelve superintendents belonging to DFG DE and DFG FG provided responses.

Table 13 lists the essential themes found in the completed questionnaires.

Table 13

DFG DE and FG Superintendents' Definitions of the Espoused Valued Work

Skill	Essential Themes from Responses
Instructional	Principal's role is to align local courses to state standards
Leadership-	Direct flow from state standards to students
Curriculum	Advocate for instructional excellence
Problem Solving	Shared decision making A good problem solver and decision maker equals success
Supervision of	Teachers should be evaluated per state code
Personnel/Staff	Must foster collegiality and trust Very much related to Instructional Leadership
Fiscal Management	Manages a school budget utilizing school based decision-making Must balance a quality education with a financial responsibility to our beleaguered taxpayers
Community Relations	Must communicate effectively with community members and establish positive home and school relations Principal must serve as an ambassador to the town

Personal Qualities	Honest, fairness, compassion Highest level of character
Professional Growth	Active member of NASSP and ASCD Principal is responsible for promoting an atmosphere that fosters growth
Immeasurable Skills	Must be able to delegate Accessible and visible Love for adolescent age group

The following quotes have been provided to further illustrate the DFG DE and DFG FG superintendents' perceptions as to what leadership skills are valued and why.

DFG DE and FG Instructional Leadership-Curriculum

The principal is the primary Instructional Leader at the building level. However, without the support of a strong vice-principal who can handle the managerial task, principals often find that their time as Instructional Leader is limited. Principals have building level control of curriculum. In the state of New Jersey curriculum for the most part is dictated by state standards. The principal's role is to ensure that local courses of study are written in alignment with state standards. Principals must also work with other principals in the district to ensure vertical and horizontal articulation of instructional programs. In terms of the DFG, the principal is always cognizant of his/her test scores in relation to other schools within the DFG as this is where community, parental, and board

concern often lie. Comparing local test scores to those of district in the DFG is one of the most effective ways to interpret scores. (Supt. 3)

DFG DE and FG Problem Solving

The principal leads the decision making process in his/her building. The principal determines whom to involve at which level of decision making. Building principals are typically involved in decision making at the district level that will directly impact their job responsibilities or building. Again, I am unsure how this pertains to the DFG. (Supt. 3)

Now you are at the heart of leadership. Without sound PS/DM skills the principal would be the captain of the Titanic and would merely go down with the ship. Without sound skills the school's DE group would be in peril." (Supt. 11)

Extremely important. Building and district function better; staff and students are happier; parents are content. No relation to DFG. (Supt. 1)

DFG DE and FG Supervision of Personnel/Staff

The principal must supervise personnel/staff in a manner that fosters collegiality and trust. (Supt. 3)

Principal should command effective hiring (interviewing, screening applicant) and evaluation skills. Very much relates to instructional leadership in Question

#1 as principal should demonstrate a knowledge base of instruction through the observation process. DFG we have eliminated many supervisory positions, placing more responsibility on the principal.” (Supt. 4)

DFG DE and FG Fiscal Management

The building principal must manage a school budget, depending upon the degree of school-based decision making the level of importance will vary. (Supt. 1)

Not critical. Principal needs to understand the budgetary process and be able to develop a budget that is linked to school needs (curriculum, staffing, maintenance, etc.). More of a stress for us as a DE district as budget is a challenge. (Supt. 5)

DFG DE and FG Community Relations

Without community support, budgets fail and goals are not felt to be relevant or shared. This is vital to school improvement. (Supt. 2)

The secondary principal is often seen as a community leader. He/she is expected to be visible in the community and to organize and facilitate parental and community meetings through the school year, i.e. site based councils.” (Supt. 3)

DFG DE and FG Personal Qualities

Depending on the qualities – the ability to lead, (envisionary, focused, etc) is important. Other qualities – intelligence, perseverance, honesty, personable are also helpful. (Supt. 8)

Extremely - Parents, teachers, students, board, and central office need excellent people to work with and relate to. Principal can make or break a building. Need honest, moral personable, intelligent leaders. (Supt. 12)

DFG DE and FG Professional Growth

The professional growth committees are charged with the responsibility of setting the objectives of the yearly plan. The principal is vital in communicating the administrations perception of needs. Our curriculum coordinator manages the district professional development goals. (Supt. 2)

DFG DE and FG Immeasurable Skills

Personality, passion, love for adolescent age group. (Supt. 1)

Common sense, ability to laugh at one's self, demeanor, spiritual values (not necessarily church going) anticipatory, "see the forest for the trees" knee jerk reactions to issues, interpersonal and interpersonal relationships. (Supt. 11)

All eleven skills were listed as being very important to the role of the high school principal for these communities. However, just as in the previous groups, all eleven skills

may be important and the superintendents responded that DFG is not relevant. However, there seemed to be differences with regard to how these principals completed these skills. For example, this was the first group to relay concerns about state standards and the district's alignment to them (refer to Supt. 3). In congruence with the other groups, shared decision making was an element to the role of the principal in these districts (refer to Supt. 3). Furthermore, the community seemed to be a concern for these superintendents, not only on the trait of Community Relations but with regard to Fiscal Management as well (refer to Supt. 2). Moreover, this was the first group to mention which professional organizations the principal should belong to, conveying the importance of fostering Professional Growth (refer to Supt. 3). To close, the immeasurable skills remained the same in all three groups: the love of children.

It was listed that not one skill was deemed to be more important than another; all eleven skills were important. Hence, the espoused valued work, as perceived by the superintendents of DFG DE and DFG FG, was congruent with the eleven skills identified in the evaluation instruments.

Eight superintendents belonging to DFG GH and DFG I provided responses.

Table 14 lists the essential themes found in the completed questionnaires.

Table 14

DFG GH and I Superintendents' Definitions of the Espoused Valued Work

Skills	Essential Themes from Responses
Instructional	Needs to carry out leadership role in coordinating efforts to
Leadership-	dept. supervisors in implementing curriculum
Curriculum	
Problem Solving	Principal is expected to solve his/her own building problem Parents in I districts are well educated and know how to challenge decisions
Supervision of	Principal is the individual responsible for supervision in the
Personnel/Staff	building
Fiscal Management	Because our aid is low, fiscal management is difficult Secondary school budgets are more complex and require fiscal management expertise
Community	Very important to maintain positive community relations to
Relations	build support for the school district and the budget
Personal Qualities	Good interpersonal skills & Good character
Professional Growth	Principal helps to lead professional growth and should link it to building and district goals As a role model, should keep abreast of research supported Practices
Immeasurable Skills	Physical stamina, ethical behavior, emotional stability Honesty, integrity

The following quotes have been provided to further illustrate the DFG GH and DFG I superintendents' perceptions as to what leadership skills are valued and why.

DFG GH and I Instructional Leadership-Curriculum

Very important for implementing curriculum audits and revisions with dept. chairs + teaching High academic achievement is expected in "T" districts. Consequently, curriculum + inst. Must be at a high level. (Supt. 7)

DFG GH and I Problem Solving

Vital! The principal is the individual at every school who must be held responsible for solving problems at the school level. (Supt. 8)

DFG GH and I Supervision of Personnel/Staff

Extremely important. The quality of staff must be kept up to meet parent and community expectations. (Supt. 7)

DFG GH and I Fiscal Management

Vital! Each principal must effectively manage the school budget and ensure that educational resources are available for teachers. (Supt. 8)

DFG GH and I Community Relations

The HS principal is a critical figure in town. How he relates to the community is important. (Supt. 4)

DFG GH and I Personal Qualities

Personal qualities are important to keep confidence of staff, parents and community. (Supt. 7)

DFG GH and I Professional Growth

As with all professionals, principals must continue to grow if they are to be effective. (Supt. 8)

DFG GH and I Immeasurable Skills

Yes, leadership has many dynamic components. The combination of the domains listed here are the key characteristics that defines success. (Supt. 1)

The *awesome* responsibility of the role of principal and all that goes with it. Also you can not measure the love and loyalty of these people! Outstanding. (Supt. 5)

The responses from the superintendents indicated that all eleven skills are either, *critical, extremely important* and/or *vital*. Some of the respondents reported that DFG has no relation to the importance of any skill (refer to Supt. 1 and Supt. 2). Moreover, all respondents wrote that the role of the principal encompasses all eleven skills. These eight

superintendent's responses were much shorter and to the point when compared to the other three groupings.

This DFG grouping had similar responses regarding fiscal management as DFG B and DFG CD. Both of these groups feel that their funds are limited, therefore, the principal needs to be a financial wizard (refer to Supt. 8). DFG GH and DFG I relies heavily on the community taxes to support their budget, hence, why community relations is very important for this group (refer to Supt. 7). This DFG grouping described similar immeasurable skills that the other groups listed for Personal Qualities. This grouping did not list the love of children as an immeasurable skill, rather it listed physical stamina (refer to Supt. 8). Parental involvement seemed to be a popular theme for these communities. It appeared to be an essential theme in both Problem Solving, Supervision of Staff, and Personal Qualities.

Overall, this group's superintendent's responses were in alignment with all three of the other groups, in that, each of the eleven skills was deemed important. There seemed to not be a school based decision-making model in practice for the communities belonging to DFG GH and DFG I. Therefore, not one skill was deemed to be more important than another; all eleven skills are important. Hence, the espoused valued work, as perceived by the superintendents of DFG GH and DFG I, is congruent with the eleven skills identified in the evaluation instruments.

The proposition which stated, "there is no difference amongst which of the eleven skills are more important than another," is accurate. All eleven skills are deemed to be the espoused valued work of the New Jersey secondary school principal, as defined by the New Jersey superintendents.

In summary, all of the respondents in New Jersey, agree that all eleven leadership skills are very important when describing the valued work of the high school principal. In addition, the majority of the respondents in all four groupings indicated that DFG had no relation to the level of importance of any characteristic. That is, the role of the high school principal must incorporate all eleven skills.

However, there seemed to be some slight differences as to how the skill was being incorporated in each grouping. For example, the skill of Instructional Leadership was deemed important to all of New Jersey districts, but only DFGs DE and FG referred to their alignment to state standards. Secondly, Problem Solving was deemed important to all districts in New Jersey, but only DFG GH, I mentioned how dealing with well-educated parents compromises decisions made by the principal. Thirdly, Supervision of Personnel/Staff was deemed important to every district, but only DFGs DE, FG, GH, and I mention the parental expectation of excellent teachers. Fiscal Management was deemed important to all of New Jersey districts, but, in DFGs B and CD as well as DFGs DE and FG, funds were reported to not be as readily available as they are in DFG A and DFGs GH and I. Therefore, the skill of allocating funds needs to be sharpened by their principal. Also, Community Relations was deemed to be important by all communities, but, DFGs A, B, and CD refer to the needs of their diverse community; while DFGs DE, FG, GH, and I refer to the principal as their “cheerleader” for the school. Personal Qualities was another important skill mentioned, however, good interpersonal skills were only mentioned in DFG GH and I. Professional Growth was deemed important by all superintendents, yet DFGs DE and FG mentioned which organizations to belong to.

Lastly, all of the groups agree that an important immeasurable skill to have is the love of children.

The Congruence Between the Leadership Behaviors Found on Formal Evaluation Instruments and the Superintendent's Identification of Valued Leadership Behaviors and Skills

This third section presents the findings based on the congruence between the leadership behaviors found on Formal Evaluation Instruments and the Superintendent's Identification of Valued Leadership Behaviors and Skills Found in the responses of completed questionnaires. The third and fourth major research questions were to determine the congruency or divergence between the actual valued work and the espoused valued work of the secondary school principal. The related proposition for these questions states that there was no difference amongst DFG as to which leadership skills are the valued work of the principal.

There were sixteen districts where the evaluation instruments could be matched to their superintendent's responses. Since the sample size is very small, it is impossible to generalize from these findings. However, the data does provide insights into the degree of congruency that exists between superintendents' expectations and the formal evaluation requirements. In order to compare congruence amongst the actual valued work and the espoused valued work, a comparison amongst the evaluation and a completed questionnaire from the same district was done.

Table 15 represents a summary of the comparison rates amongst all four groupings, as well as the total comparison amongst New Jersey. The first column lists the

collapsed DFG. The second column lists the number of matches, which means the amount of evaluation instruments that match the same district's questionnaire. The third column lists how many skills were reported to be highly valued on both the formal evaluation instruments and in the questionnaires. For example, In DFG A, there were two districts that supplied both a formal evaluation instrument and a questionnaire. Fourteen skills out of a possible 22 skills (11 on each evaluation instrument were deemed to be highly valued on both the evaluation instrument and the questionnaire. The fourth column lists the percent of congruence.

Table 15

Percent of Actual Valued Work Congruent with Espoused Valued Work

Collapsed DFG	Number of Matches	Number of highly valued skills congruent	Percent of Skills Congruent
DFGA	2	1/22	4.5%
DFGB,CD	5	16/55	29.0%
DFGDE,FG	3	6/33	18.2%
DFGGH,I	6	21/66	31.8%
Total (NJ)	16	44/176	25%

Of the 11 districts belonging to DFGs B, CD, GH, and I, there was about the same degree of congruence, approximately 30 percent. About one-third of the skills highly valued on the formal evaluation instruments are highly valued by the superintendents. DFG A had the lowest degree of congruence, or 4.5 percent. There were only two

districts in which there was a match amongst the formal evaluation instruments and their superintendent's questionnaire. The degree of congruence represents that only 1 of the highly valued skills listed in the evaluation instruments are regarded as highly valued by the superintendents.

Table 16 presents which leadership skills were congruent amongst all of the respondents in each District Factor Group. A narrative discussion regarding each of the 16 matches follows the table.

Table 16

Leadership Skills Found on Both Formal Evaluation Systems and on Superintendent Responses

DFG (# of Matches)		Common Skill(s) Amongst ALL Matches
DFG A	(2)	Supervision of Personnel/Staff
		Instructional Leadership-Curriculum
		Pupil Personnel
		Community Relations
		Administrative/Management Duties
DFGB, CD	(5)	Supervision of Personnel/Staff
DFG DE, FG	(3)	No Common Skill Amongst All Matches
DFGGH, I	(6)	No Common Skill Amongst All Matches

There were two districts in DFG A that shared both an evaluation and a completed survey. This collapsed DFG represents DFG A only. In the first district in DFG A, there

were seven areas that represented the actual valued work of the principal. They were: Personnel/Staff, Curriculum/Instructional Leadership, Pupil Personnel, Community Relations, Personal Qualities, Professional Growth, and Administrative Duties. Out of these seven skills, only one received a score of highly valued and that is Administrative Duties.

However, with regard to the espoused valued work, as noted by that district's superintendent, all eleven skills were deemed to be *very important*. In addition, this superintendent reported that a principal should be "an excellent communicator/collaborator/strategic planner, etc."

Therefore, although four areas were not part of the formal evaluation instrument, when asked about them separately, the Superintendent deemed them all *very important*. This comparison gets a rating of 1/11, or 9% congruent, which means 1 of the highly valued skills identified on the evaluation instruments was also highly valued by that district's superintendent.

In the second district in DFG A, there were seven areas present on the evaluation instrument, which reflected the actual valued work of the principalship. They were: Personnel/Staff, Instructional Leadership/Curriculum, Pupil Personnel, Physical School Plant, Fiscal Management, Community Relations, Administrative Duties. However, out of these seven skills, none were highly valued based on the coding scheme used in the study.

The superintendent of this community indicated that all of the eleven skills were either important or very important. Therefore, the espoused valued work was defined as all eleven skills, while the actual valued work showed only seven skills. This

superintendent feels that a principal “must be able to teach and lead by example... he/she must be positive, confident, steady, firm, and fair and must enjoy what he/she does.” This comparison earned a rating of 0/11, or 0% congruent, which means none of the skills were highly valued according to the coding scheme used for the study.

The common skills present for both districts included, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Pupil Personnel, Community Relations, and Administrative/Management Duties. The superintendents of both districts noted the importance of Supervision of Staff and its link to Instructions Leadership.

There were five districts in DFGs B and CD, that shared both an evaluation form and a completed survey. In the first district in DFG B and CD, there were eight areas included on the formal tool used for evaluating the principal. They were: Board Policies, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Physical School Plant, Fiscal Management, Community Relations, Personal Qualities, and Professional Growth. Out of these eight areas, four were highly valued, based on the coding scheme used in the study. They were: Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Fiscal Management, and Community Relations.

With regard to the espoused valued work, the superintendent of this district regarded all eleven areas as *extremely important*, *crucial*, or *important*. Additionally, this superintendent noted “one cannot measure how a principal goes over and beyond the call of duty because often times it is done without an audience.”

Therefore, although three skills were not included on the principal’s instrument, in actuality those areas are part of the espoused valued work of the secondary school principal as noted by the superintendent of this district. This comparison gets a rating of

4/11, or 36.3% congruent, which means 4 of the highly valued skills identified on the evaluation instruments were also highly valued by that district's superintendent.

In the second district in DFG B, CD, there were four areas present with regard to this district's actual valued work. They were: Problem Solving/Decision Making, Supervision of Personnel/Staff, Personal Qualities, and Administrative/Management Duties. All four of these areas were highly valued, based on the coding scheme employed in the study.

With regard to the espoused valued work, all eleven skills were noted as being either *very important* or *important*. Moreover, this superintendent indicated that the most important variable is Instructional Leadership, he wrote "DFG B schools tend to have a scarcity of resources available, both financial and human, therefore Instructional Leadership may be more important."

In summary, the superintendent placed the strongest emphasis on Instructional Leadership, yet his secondary school principal is not even measured on that during his yearly observation. This is one example where the actual valued work is not congruent with the espoused valued work. This comparison gets a rating of 4/11, or 36.3% congruent, which means 4 of the highly valued skills identified on the evaluation instruments were also highly valued by that district's superintendent.

In the third district in DFG Band CD, there were eight areas present with regard to this district's actual valued work. They were: Board Policies, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Pupil Personnel, Physical School Plant, Fiscal Management, Community Relations, and Professional Growth. Out of these eight areas, two were highly valued according to the coding scale used in the study. They were: Supervision of Personnel/Staff and Physical School Plant.

With regard to the espoused valued work, the superintendent of this district rated all eleven skills as either *very important* or *extremely important*. However, this superintendent responded to the question regarding Physical School Plant that it is “not a primary responsibility in the sense a Plant Manager would be responsible for the same.” Additionally, this superintendent did not elaborate as to why the Supervision of Personnel/Staff was “extremely important”. This comparison gets a rating of 2/11, or 18.2% congruent, which means eight of the highly valued skills identified on the evaluation instruments are also highly valued by that district’s superintendent.

In the fourth district in DFG B and CD, there were five areas present for this district’s actual valued work. They were: Problem Solving/ Decision Making, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Community Relations, and Professional Growth. All five areas were rated as being highly valued. The superintendent of this district stated that each of the eleven areas were *critical* and/or *important*. Furthermore, this superintendent stressed the importance of Supervision of Personnel/Staff and its link to Instructional Leadership/Curriculum. This was also evident on the principal’s evaluation. Moreover, both Professional Growth and Community Relations were listed as being *critical aspects*, by the Superintendent for the secondary school principalship. Although there were six areas not present in the actual valued work for this district, four areas listed on the evaluation were also listed as “critical” in the espoused valued work. This comparison gets a rating of 5/11, or 45.4 percent.

In the fifth district in DFG Band CD, there were five areas on which the secondary school principal is evaluated. They were: Supervision of Personnel/Staff,

Instructional Leadership, Physical School Plant, Fiscal Management, and Community Relations. Only one of these areas was listed as highly valued, that is Instructional Leadership/Curriculum. With regard to the district's espoused valued work of the principal, the superintendent indicated that all eleven skills were important. However, a strong emphasis was placed on Instructional Leadership and Supervision of Staff. These two skills were also included on the evaluation. In addition, this superintendent placed importance on the skills related to Administrative/Management Duties, referring to the principal as "C.E.O. of the building."

Although six areas were not present on this district's evaluation instrument for the secondary school principal, the five areas that were present were also congruent with what the superintendent deemed as the espoused valued work. This comparison gets a rating of 1/11, or 9% congruent, which means 1 of the highly valued skills identified on the evaluation instruments were also highly valued by that district's Superintendent.

There was only one common skill amongst all five districts and that was Supervision of Personnel/Staff. All five superintendents emphasized the importance of this skill.

There are three districts that shared both an evaluation and a completed survey in the DFGs DE and FG. In the first district, there was only one variable included on the evaluation form, Board Policies. It scored a three, or highly valued with regard to the established coding system. With regard to the information provided by the superintendent, all eleven skills were deemed as *essential*, *critical* and/or *very important*. This superintendent's response to the Board Policies question was as follows: "Critical to the success of the district operations." Therefore, ten skills were not present on the

principal's evaluation form, although the Superintendent indicated that aspects of all of the areas were important to the principal's work. Between what the principal was evaluated on and what the Superintendent indicated, were important aspects to the secondary school principal's role and responsibilities. The comparison earned a congruency rating of, 1/11 or 9 percent.

In the second district in DFG DE and FG, there were seven areas present on the evaluation instrument. They were: Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Pupil Personnel, Physical School Plant, Fiscal Management, Community Relations, and Personal Qualities. Out of these seven areas, two were highly valued, based on the coding scale used in the study. They were: Pupil Personnel and Community Relations.

The superintendent of this district noted that their secondary school principal plays a role in all eleven areas depicted on the questionnaire. With regard to the question relating to Pupil Personnel, apparently there is a Director of Pupil Personnel Services in this district. This director does, however, work in conjunction with the building principal. Additionally, with regard to the question relating to Community Relations, this superintendent feels that the principal is "... expected to be visible in the community to organize and facilitate parental and community meetings through the school year...."

This comparison gets a rating of 2/11, or 18.2% congruent, which means two of the highly valued skills identified on the evaluation instruments are also highly valued by that district's superintendent.

In the third district in DFG DE and FG, there were three areas present regarding this district's espoused valued work. They were: Supervision of Personnel/Staff,

Instructional Leadership/Curriculum, and Fiscal Management. Each of these areas were highly valued based on the coding scale used in the study.

The superintendent of this district scored each of the eleven areas as 1, 2 or 3, 1 being the highest. Therefore, his highly valued areas were, Instructional Leadership/Curriculum, Problem Solving/Decision Making, Supervision of Personnel/Staff, Fiscal Management, Community Relations, and Personal Qualities. The three areas depicted on the evaluation were also scored as highly valued by the superintendent.

There were eight areas not present on the evaluation but were thoroughly completed on the questionnaire. This comparison gets a rating of 3/11, or 27.3% congruent, which means 3 of the highly valued skills identified on the evaluation instruments were also highly valued by that district's superintendent.

The three districts did not have one skill in common to one another. This group reflected the upper middle class socio-economic level. It would appear that, overall, their evaluations are not congruent to the espoused valued work of the secondary school principal.

There were six districts that shared both an evaluation instrument and a completed survey in DFG GH and I. In the first district, there was only one area indicated as highly valued with regard to the actual valued work of the secondary school principal. It was Personal Qualities. However, this district's Superintendent described all eleven skills as either *very important* or *the most important*. Reviewing the reply to the question regarding Personal Qualities, the Superintendent answered "... the ability to lead is important...." However, it was clear that other areas of the questionnaire were more important, etc. This comparison gets a rating of 1/11, or 9% congruent, which means one

of the highly valued skills identified on the evaluation instruments was also highly valued by that district's Superintendent.

In the second district in DFG GH and I, there were three variables present for this district's actual valued work. They were: Community Relations, Professional Growth, and Administrative/Management Duties. Two areas were scored as highly valued. They were, Community Relations and Professional Growth.

However, with regard to the espoused valued work, this Superintendent scored each skill as *critical* and/or *important*. With regard to the question related to Community Relations, the Superintendent stated "... a critical area. The principal represents the school in the community." In reply to the question of Professional Growth, the superintendent stated "The principal helps to lead professional growth and should link it to building and district goals." This comparison gets a rating of 2/11, or 18.2% congruent, which means two of the highly valued skills identified on the evaluation instruments are also highly valued by that district's superintendent.

In the third district in DFG GH and I, there were ten areas present on this district's evaluation form. They were: Board Policies, Problem Solving/Decision Making, Supervision of Personnel/Staff, Physical School Plant, Fiscal Management, Community Relations, Personal Qualities, and Administrative/Management Duties. Each of the ten scored either a 1 or a 2, this equates to each skill being present but there is no one skill more important than another based on the coding scheme employed by the study.

With regard to the completed questionnaire, all skills were described as *extremely important*, which would be congruent with the evaluation form. This Superintendent did not differentiate between variables, indicating that all of the skills were very important.

This district has the highest congruence rate out of all sixteen volunteers. The comparison rating is 0/11, which means none of the skills were highly valued on the district's evaluation form.

In the fourth district, there were six areas present on this district's evaluation form. They were: Problem Solving/Decision Making, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Fiscal Management, Community Relations, and Personal Qualities. Each of these areas were highly valued, based on the coding scale employed by the study.

With regard to this district's actual valued work, all eleven skills were scored as either, *high priority* and/or *extremely important*. Furthermore, this Superintendent replies, "...you can not measure the love and loyalty of these people! (the principal)...." Of the six areas present on the evaluation, they were each scored with an *extremely important* on the questionnaire. This comparison gets a rating of 6/11, or 54.5% congruent, which means six of the highly valued skills identified on the evaluation instruments are also highly valued by that district's Superintendent.

In the fifth district, there were six areas present on the evaluation form. They are: Board Policies, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Personal Qualities, Professional Growth and Administrative Duties. Each of these six areas were highly valued based on the coding scale used in the study. This superintendent indicated most of the skills as *more important* and/or *very important*. The only area that was reported as *not very important* was Physical School Plant. This Superintendent specified each of the six variables present on the evaluation as *very important*, which would indicate the actual valued work congruent to the espoused valued

work. This comparison gets a rating of 6/11, or 54.5% congruent, which means six of the highly valued skills identified on the evaluation instruments were also highly valued by that district's superintendent.

In the sixth district, there were six areas present on the evaluation forms. They were: Problem Solving/Decision Making, Supervision of Personnel/Staff, Instructional Leadership/Curriculum, Physical School Plant, Fiscal Management, and Community Relations. Each of these areas were highly valued, based on the coding scale employed by the study. The superintendent thoroughly completed the questionnaire by rating each of the skills as: "very important", "extremely important" and "moderately important". The same six skills deemed highly valued in the evaluation forms were also described as "extremely important" in the questionnaires. This comparison gets a rating of 6/11, or 54.5% congruent, which means six of the highly valued skills identified on the evaluation instruments were also highly valued by that district's superintendent.

In conclusion, DFG GH and I, which represents the upper class of New Jersey, had the highest congruency rate, 31.8 percent. Overall, the entire State of New Jersey's actual valued work was one-fourth of the espoused valued work for the secondary school principalship.

The Evidence of Leadership Theories Amongst DFG

This fourth section of the findings relates the data of the valued work of the secondary school principalship to theories of leadership. The four possible leadership theories discussed in this part of the analysis are: Situational Leadership,

Transformational Leadership, Transactional Leadership, and Managerial Leadership.

(Refer to Chapter II for explicit definitions of these theories.)

Table 17 represents a matrix of which leadership theories were present among the four different groupings of school districts.

Table 17

Leadership Theory Evident Amongst the Measured Valued Work of the Secondary School Principal

Collapsed DFG	Situational Leadership	Transformational Leadership	Transactional Leadership	Managerial Leadership
DFGA	Evident	Not Evident	Not Evident	Evident
DFGB,CD	Evident	Evident	Evident	Not Evident
DFGDE,FG	Evident	Evident	Evident	Not Evident
DFGGH,I,J	Evident	Evident	Evident	Not Evident

The evidence, or lack thereof, of certain leadership theories was evaluated using all the data collected in the study. This includes, the valued work, both actual and espoused, of the secondary school principal that has been established in the three previous areas of this chapter.

With regard to DFG A, two theories, Situational Leadership and Managerial Leadership seem prevalent. Much of the valued work of the high school principal is pre-determined by various contextual factors. The expectations that are held for the secondary school urban principalship include: the budget, the diversity of pupil personnel, and the various records and reports that are to be maintained daily. In

addition, Managerial Leadership theories are evident in two ways. First, the Board of Education Policies are to be met unequivocally. Second, the principal, as a manager, was extremely evident in the formal evaluation forms. Administrative/Management Duties was the highest valued skill for the principal to have.

With regard to DFG Band CD, three theories of leadership were evident. They include: Situational Leadership, Transformational Leadership, and Transactional Leadership. Specifically, on the formal evaluation instruments, Problem-Solving appeared to be the highest valued skill. In the congruence analysis, the Supervision of Personnel/Staff was the most common skill. The emphasis on these skills illustrated the use of both Situational Leadership and Transformational Leadership. Transactional Leadership was revealed through the responses of the superintendents. For example, the principal must foster an environment for effective learning and teaching, the principal must be able to juggle several tasks at once, and the principal must be able to maintain an open line of communication with every member of the community.

With regard to DFG DE and FG, the evaluation process and expectations for the principals appear to reflect the viewpoints of three leadership theories. They include: Situational Leadership, Transformational Leadership and Transactional Leadership. Evidence of Situational Leadership was evident in the formal evaluation instruments as well as the responses from the superintendents. Each problem and decision was made based on the unique situation of the district. Evidence of Transformational Leadership was described in the formal evaluation instruments, when Personal Qualities were found to be the highest valued skill. Both theories of Transactional Leadership and Situational Leadership were detected in the responses of the superintendents. For example, the

principal must serve as the “ambassador to the town,” engage in shared decision-making, and to adhere to state standards.

Lastly, with regard to the DFG GH, I and J, the evaluation process embodies some of the aspects of Situational Leadership, Transformational Leadership and Transactional Leadership theories. Situational Leadership aspects were evident in most of the superintendent responses for these districts. These districts have extremely involved and well-educated parents who challenge the decisions made by the principal. Transformational Leadership theories were reflected in the importance of Professional Growth. These districts attached a great value on the skill of Professional Growth when it was scored as the most highly valued skill in the formal evaluation instruments. Transactional leadership attributes were reflected in several of the superintendents’ responses. For example, the principal needs to carry out his or her leadership role in the area of curriculum as well as in the supervision of a program. This theory is also evident with regard to the fiscal management of the high school. The aid is low; therefore, the principal must play an active role in the allocation of the district’s funds.

In summary, many of these leadership theories overlap in all aspects of the role of the principal. This section of the findings utilized the valued work of the principal and applied it to current leadership theories. The conclusions were that all districts in New Jersey are practicing Situational Leadership based on the needs of their particular district. Furthermore, all of the districts in New Jersey, except DFG A districts, are practicing Transformational and Transactional Leadership. They are empowering the staff and the community to perform to the highest standards possible in order to ensure a quality education.

The Evidence of ISLLC Standards in Formal Evaluation Instruments

This fifth and final section of the findings relates the data on the valued work of the secondary school principalship to the ISLLC standards. Although it is impossible to have a one to one direct correlation between which standards are present in which school district, it is possible to generalize which standards match the broad domains of what was determined to be the valued work of the principal.

A re-statement of the ISLLC standards are as follows:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting, with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (CCSSO, 1999, pp. 10–20)

Table 18 lists which ISLLC standards match each of the eleven skills found to be the valued work of the secondary school principal. Standard 6 has language inconsistent to the skills determined to be the valued work, therefore it is not listed in the table.

Of the eleven skills determined to be the valued work of the secondary school principal, nine were in harmony with five of the ISLLC standards. Physical school Plant and Problem Solving/Decision Making are not in the table; these two skills are difficult to match to any ISLLC standard.

The ISLLC standards were published as a professional development framework for school leaders. Although the standards are very broad and idealistic in nature, there is strong proof of their existence in the formal evaluation instruments used for this study.

Table 18

ISLLC Standards Evident In the Formal Evaluation Instruments

Skills	ISLLC Standard
Instructional Leadership-Curriculum	Standard 1
	Standard 2
	Standard 3
	Standard 5
Board Policies-Records	Standard 1
	Standard 5

Supervision of Personnel/Staff	Standard 1
	Standard 2
	Standard 3
	Standard 5
Fiscal Management	Standard 3
	Standard 4
	Standard 5
Community Relations	Standard 4
	Standard 5
Personal Qualities	Standard 5
Professional Growth	Standard 1
	Standard 2
Administrative Management Duties	Standard 3
	Standard 5
Pupil Personnel	Standard 1
	Standard 2
	Standard 3
	Standard 4
	Standard 5

CHAPTER V

Summary, Conclusions, and Recommendations

This study was about the role of the 21st century secondary school principal. This study focused on determining what is the valued work of today's high school principals. This study was two-tiered. The first tier focused on identifying the actual valued work of the secondary school principal. The information contained in the current high school principal evaluation instruments was used to determine for which current principals were being held accountable. The second phase of this study sought to understand the espoused valued work. This information was gathered by sending a questionnaire to all New Jersey superintendents in order to see if their perceptions generally supported or negated the valued work printed on the evaluation forms. Finally, these two sets of data were combined and then compared using the degree of congruence between both, defined the valued work of today's secondary school principals.

Eleven skills constituted the actual valued work of the high school principal. They are the skills associated with: Instructional Leadership, the adherence to Board Policies, Records and Reports, the engaging in Problem Solving and Decision Making, Supervising the Personnel and Staff, the managing the Physical School Plant and Fiscal Management, promoting Community Relations, applying Personal Qualities, engaging in Professional Growth, carrying out Administrative and Management duties, and paying attention to Pupil Personnel issues.

The findings of this study were divided amongst five areas. The first area defined eleven skills to be the actual valued work of the principal by using a method of content analysis. The second area identified, the espoused valued work, which is the superintendent's perspectives of the degree of importance of each of the eleven skills, by using a survey design. The third area compared the congruence of the actual valued work to the espoused valued work. The fourth area identified the evidence of leadership theories among DFGs. The fifth, and final area, identified the evidence of ISLLC standards found in the formal evaluation instruments.

The findings of this study were in alignment with the literature revealed in Chapter II. Tirozzi (2001) reported that resource allocation was one of the domains of the principal's role. This very domain of Fiscal Management was evident in the superintendent's responses in all four groups. However, DFGs Band CD as well as DE and FG, responded that due to lack of funds, their principals have to be more knowledgeable on how to "tweak" their school district's budget to everyone's advantage. This study also aligned itself with the beliefs of Gantner and colleagues (1999). They stated both school Board members and parents want a more visible and accessible principal. The New Jersey superintendents, in all four groups, expressed this same expectation. This article suggested setting an expectation of professionalism. The superintendents of New Jersey concurred with these findings; they suggested which professional organizations to join. Furthermore, Professional Growth was present on 46.9% of the evaluation instruments.

Engaging in Community Relations was an important skill in the role of the 21st century principal. In concurrence with King (2000), who stated, "the principal must

cultivate a rapport with surrounding communities, business and media,” (p. 34).

Community Relations was not only present on 58% of the evaluation instruments, the superintendents of the higher DFGs labeled the principal as the “ambassador of the town.” In addition, the lower DFGs focused on getting community involvement from all the various cultures in the community in order to represent the diversified student population.

Evaluating the challenges of an urban principal, Portin (2000) suggested that these principals are faced with many different managerial duties when compared with rural and suburban principals. This study supports Portin’s findings. The differences found in the urban districts of New Jersey were: the diversified student population, the lack of resources, the lack of parental involvement, and the difficulty of maintaining a positive attitude among students and staff.

Overall, every principal in New Jersey, was found to be held accountable for various leadership skills. Some skills needed were unwritten, such as honesty and integrity; other skills were employed daily, like maintenance of the building. In addition to managing each high school’s affairs, the principal was expected to exert some type of leadership ability to be successful at the job. Some superintendents reported that such an ability is difficult to describe, while others described each role in detail.

There was evidence of several leadership theories among the various groups of school districts. For example, Situational Leadership was obvious in all groupings, due to the fact that principals are forced to make immediate decisions in different situations. While Transactional and Transformational Leadership was apparent in all of the

groupings except DFG A. Urban principals have so many managerial duties they can not reward, punish, or empower their subordinates.

With respect to the formal principal evaluation instruments, the ISLLC Standards are fully represented. It is difficult to have a direct correlation with the evaluation instruments and the ISLLC standards due to the language of each. However, the spirit of the first five ISLLC standards can be matched to most of the skills found in the formal evaluation instruments.

The formal evaluation instruments currently used all over New Jersey are extremely different from one another. This study revealed that although each tool was developed using the valued skills of that community, each principal in New Jersey is getting evaluated on primarily the same eleven skills.

Some recommendations for principal assessment include using portfolio assessment along with the narrative style used in many school districts. Another recommendation for future assessment is for the superintendent to evaluate the high school principal more often than the standard once a year.

An implication found in this study is that the superintendent's expectations of their high school principals are not congruent to their annual evaluation system. A suggestion for improving high schools could be; first, having the Board of Education establish specific academic criteria for their high school graduates. Second, relay that same set of information to the district superintendent. Third, the superintendent could clearly translate these criteria to become present in their high school principals assessment tool. At this point, the principal has a clear understanding of each goal that

should be met in an academic school year. When the principal has met these goals, clearly established in the assessment tool, the entire school community benefits.

A recommendation for a future study is perhaps the correlation between elementary school principal evaluations and high school principal evaluations. The content analysis for the high school evaluations revealed eleven common characteristics for a high school principal. It would be interesting to see the number of characteristics for an elementary school principal.

Another suggestion for future research would be to correlate the content analysis completed for the evaluations for the high school principal to his or her job description. A possible research question could be; Are high school principals being evaluated on what is listed in their job descriptions?

The occupation of the 21st century secondary school principal encompasses all aspects of how children are educated. In the near future, the tasks of the principal will only increase. In order to meet these future needs, communities must to determine the specific valued work of their secondary school principal and match it to the district superintendent's expectations.

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Appendix A
Tally Form & Codebook

	Bd Policies	Prob Solving	Per/ Staff	Curr Ins-Lead	Pupil Personnel	Physical School Plant	Fiscal Man	Comm Rel	Personal Qualities	Prof Growth	Adm Duties
A											
B											
CD											
DE											
FG											
GH											
I											
J											

If evaluation is narrative and a description is present, the score = 3

If evaluation is a checklist format with more than one description for the same variable, then subtotal.

This is to be used as the official tally form. Please put the number of the document in the space provided.
Please code in the appropriate row, each document has a letter at the top to indicate which row.

The eleven variables are:

Board Policies	Problem Solving-Decision Making
Supervision of Personnel/Staff	Instructional Leadership-Curriculum
Pupil Personnel	Physical School Plant Management
Fiscal Management	Community Relations
Personal Qualities	Professional Growth
Administrative/Management Duties	

Please use the provided codebook in order to code the documents.

The allowable scores are:

1 = little value	1 or 2 descriptions under variable
2 = valued	3 – 6 descriptions under variable
3 = highly valued	7 or more descriptions under variable

Board Policies

1. Administration of reports/guidelines, policies, laws
2. Board relationship skills
3. Communication with central office
4. District coordination
5. District responsibilities
6. Duties assigned by Superintendent
7. Effective relationship with administrative team
8. Implementation of board policies, programs, and procedures
9. Implementation of district school policies
10. Leadership regarding policy
11. Policies and regulations
12. Policy decisions
13. Professional and district wide activities
14. Promoting district goals
15. Rapport with administrative personnel
16. Relationship with superintendent and school board
17. Relationship with Superintendent of schools
18. Responsibilities by Superintendent

Problem Solving/Decision Making

1. Ability to make decisions
2. Administrative decision-making and problem solving
3. Decisional style

4. Decision-making
5. Demonstrates ability to make decisions promptly and correctly
6. Identification of problems
7. Judgment and decisions
8. Leadership/decision making abilities
9. Problem analysis
10. Problem solving
11. Problem solving skills
12. Problem solving techniques
13. Solves problems
14. Success in problem solving

Administrative/Management Duties

1. Ability to delegate authority
2. Ability to manage
3. Administration
4. Administration and management
5. Administration and organization
6. Administration of the school
7. Administrative and professional responsibilities management
8. Administrative leadership skills
9. Administrative management
10. Administrative procedures
11. Administrative skills

12. Assume responsibility
13. Chief administrative officer
14. General administration
15. General routine
16. Grant writing
17. Imaginative planning
18. Job responsibilities
19. Leadership and management
20. Leadership to personnel regarding management functions
21. Management
22. Management ability
23. Management and leadership
24. Management and organization
25. Management skills
26. Management style
27. Management techniques
28. Management/organizational skills
29. Organization
30. Organization and management
31. Organization and planning
32. Organization/planning schools
33. Organizational practices
34. Organizational skills

35. Organizational structure
36. Organize effectively
37. Performance and responsibilities
38. Planning
39. Planning and organizing
40. Professional responsibilities
41. Routine duties
42. School management
43. Short and long range planning
44. Specified duties
45. Task orientation
46. Technology
47. Technology skills knowledge
48. Thorough and efficient
49. Use of delegation
50. Uses administrative and management practices

Instructional Leadership/Curriculum

1. Co-curricular activities
2. Coordinating curriculum
3. Curricula
4. Curriculum
5. Curriculum and instruction
6. Curriculum development

7. Curriculum development and evaluation
8. Curriculum development/implementation
9. Curriculum implementation and monitoring
10. Curriculum involvement
11. Curriculum responsibilities
12. Curriculum/instructional leadership
13. Curriculum/program
14. Curriculum/programs
15. Develops building/curriculum program
16. Educational program improvement
17. Instruction
18. Instruction and curriculum
19. Instructional Leadership
20. Instructional leadership skills
21. Instructional leadership-curriculum
22. Instructional program
23. Instructional/curriculum leadership
24. Program development maintenance and evaluation
25. Program supervision and evaluation
26. Program supervision and evaluation
27. School programs
28. School/program

Supervision of Personnel/Staff

1. Communication with staff, students and personnel
2. Communication with students, staff and district personnel
3. Evaluation
4. Human Resource Management
5. Instruction and supervision
6. Instructional leadership-staff
7. Instructional supervision
8. Intellectual and emotional support to staff
9. Necessary supervision of personnel
10. Observed teaching personnel
11. Orients, assigns, supervises staff
12. Personnel
13. Personnel administration
14. Personnel management
15. Personnel selection
16. Planning and evaluating
17. Professional growth of staff
18. Professional personnel
19. Promoting staff development
20. Recruits high quality personnel
21. Staff and personnel relationships
22. Staff development

23. Staff evaluation(s)
24. Staff growth and relations
25. Staff personnel
26. Staff relations
27. Staff relationships
28. Staff scheduling and utilization
29. Staff selection
30. Staff supervision
31. Staff/office staff and administration
32. Supervise and evaluate teachers
33. Supervision
34. Supervision and administration
35. Supervision and evaluation of staff
36. Supervision and staff development
37. Supervision of instruction
38. Supervision of the teachers
39. Supervision/evaluation
40. Supervision/program administration
41. Supervisory evaluation
42. Supervisory skills
43. Teacher evaluation and supervision
44. Training school staff

Pupil Progress

1. Assess student progress
2. Assessment of pupil progress
3. Discipline
4. Discipline responsibilities
5. Evaluation of student progress
6. Indicators of pupil progress
7. Insures proper evaluation of student progress
8. Promoting student growth
9. Proper student conduct
10. Pupil needs
11. Pupil personnel
12. Pupil progress
13. Pupil respect for school property
14. Pupil/personnel services
15. Student achievement
16. Student activities
17. Student assessment and relations
18. Student progress
19. Student relations
20. Student services
21. Students
22. Summary of Pupil Progress Indicators

- 23. Supervision of student conduct
- 24. Supervision of students

Plant Management

- 1. Ability to maintain effective educational climate
- 2. Administration-maintains building safety
- 3. Appearance of school building and grounds
- 4. Building appearance
- 5. Building management
- 6. Building operation
- 7. Building safety
- 8. Facilities
- 9. Facility
- 10. Implementation of operational maintenance procedures
- 11. Learning environment
- 12. Maintains building/safety and security
- 13. Management of Physical Facilities
- 14. Organizational climate
- 15. Physical health and safety
- 16. Physical plant
- 17. Plant management
- 18. Plant operation
- 19. Positive learning
- 20. School management/climate

21. School physical plant
22. School plant
23. Success in building morale
24. Well-maintained school

Fiscal Management

1. Budget
2. Budget/supplies/plant maintenance
3. Budgeting
4. Budgets and allocates resources
5. Business practices
6. Business/operations
7. Clerical
8. Collects and analyzes school data
9. Demonstrates financial accounting and control
10. Evaluates financial needs
11. Finance
12. Finance, building operations, and programs
13. Financial accounting
14. Financial needs
15. Fiscal management
16. Keeps accurate records
17. Management of the school budget
18. Personal and budget summary

19. Physical and Financial Resources
20. Prepares school budget
21. Records
22. Records/reports
23. Reports
24. Resource management

Community Relations

1. Close working with teacher and general public
2. Communication with community
3. Community activities
4. Community interaction
5. Community involvement
6. Community relations
7. Community/parent relations
8. Community/staff/student relations
9. Human Relations
10. Human Relationships/communication
11. Maintains school communications with parents and community
12. Organizes and administers public relations
13. Parent/community involvement
14. Parental involvement
15. Parents/community
16. Public relations

17. Rapport with community
18. School and community relations
19. School/community relations
20. Works cooperatively with board, staff and parents

Personal Qualities

1. Ability to accept constructive criticism
2. Ability to communicate
3. Ability to Lead
4. Adaptability
5. Communication ability
6. Communication and interpersonal skills
7. Communication skills
8. Communication(s)
9. Communication/articulation and sensitivity
10. Considerateness
11. Creativity
12. Dedication
13. Dependability in all situations
14. Educational Leadership
15. Empathy
16. Enthusiasm
17. Flexibility
18. General characteristics

19. Initiative
20. Initiative and creativity
21. Initiative and planning
22. Interpersonal Qualities
23. Interpersonal Relations
24. Interpersonal respect for colleagues
25. Is a good communicator
26. Leadership
27. Leadership characteristics
28. Leadership skills
29. Personal and professional qualities
30. Personal characteristics
31. Personal leadership qualities
32. Personal qualities
33. Personal qualities-professional competence
34. Personal skills
35. Personal/professional characteristics
36. Personal/professional qualities
37. Personal/professional traits
38. Professional attributes and personal qualities
39. Professional qualities
40. Responsiveness to others
41. Shows initiative

42. Stress tolerance

Professional Growth

1. Awareness of education techniques and strategies
2. Competencies and professional development
3. Individual professional growth
4. Professional advancement
5. Professional behavior and knowledge
6. Professional characteristics
7. Professional competence
8. Professional development
9. Professional growth
10. Professional growth and development
11. Professional growth and self-improvement
12. Professional improvement
13. Professional preparation
14. Professional relations
15. Professional responsibilities
16. Professional skills
17. Professional/personal
18. Professionalism
19. Recommendation for professional growth and development
20. Suggestions for personal and professional growth

Appendix B

Recruitment Letter & Questionnaire

November 3, 2002

Dear Superintendent of Schools

My name is Anne Marie McNamara, I am a student pursuing a Doctor of Education degree at Seton Hall University, majoring in Educational Leadership, Management and Policy.

The purpose of my study is to define the “valued work” of the New Jersey Secondary School principal. The term “valued work” refers to the specific duties, tasks, roles and traits a school leader possesses. Completed questionnaires must be returned no later than December 1, 2002.

Fifteen minutes of your time is being requested in order to complete a twelve-question questionnaire, The Valued Work of The Principalship, regarding the role of the New Jersey secondary school principal. These twelve questions will focus on eleven domains. They are, Instructional Leadership/Curriculum, Board Policies/Records/Reports, Problem Solving/Decision Making, Personnel/Staff, Physical School Plant, Fiscal Management, Community Relations, Personal Qualities, Professional Growth, Administrative/Management Duties and Pupil Personnel. Furthermore, the questionnaire asks you to explicitly describe, in an open-ended approach, the level of importance of each domain and how that level of importance relates to your District Factor Group.

Your participation is completely voluntary, refusal to participate or discontinuing your participation at any time will involve no penalty or loss of benefits.

Your anonymity, affiliated with the completed questionnaires, will be preserved by collating each questionnaire according to District Factor Group, your name and township will not be mentioned in the study.

The completed questionnaires will be securely stored to maintain confidentiality in a locked cabinet in my home office. I, the principal investigator, will be the only person who has access to your confidential completed questionnaires.

There are no anticipated risks or benefits expected from your participation in this study.

If you have any other questions please feel free to call my mentor, Dr. Elaine Walker, (973) 275-2307 in the department of Educational Leadership, Management and Policy at Seton Hall University.

If you choose to participate a mailing envelope has been provided for you to mail in your completed questionnaire. A copy of this signed and dated letter will be mailed back to you, in order to serve as an informed consent form. Thank you for your cooperation.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research

procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Subject or Authorized Representative

Date

Best Regards,
Anne Marie McNamara

1. How important is the secondary school principal's role in Instructional Leadership/Curriculum? How does this level of importance relate to your District Factor Group?
2. How important is the secondary school principal's role in adhering to Board Policies/Records/Reports? How does this level of importance relate to your District Factor Group?
3. How important is the secondary school principal's role in Problem Solving/Decision Making? How does this level of importance relate to your District Factor Group?
4. How important is the secondary school principal's role in Supervision of Personnel/Staff? How does this level of importance relate to your District Factor Group?
5. How important is the secondary school principal's role regarding the Physical School Plant? How does this level of importance relate to your District Factor Group?
6. How important is the secondary school principal's role in Fiscal Management? How does this level of importance relate to your District Factor Group?
7. How important is the secondary school principal's role in Community Relations? How does this level of importance relate to your District Factor Group?
8. How important is the secondary school principal's role regarding his/her Personal Qualities? How does this level of importance relate to your District Factor Group?
9. How important is the secondary school principal's role in Professional Growth? How does this level of importance relate to your District Factor Group?

10. How important is the secondary school principal's role regarding his/her Administrative/Management Duties? How does this level of importance relate to your District Factor Group?

11. How important is the secondary school principal's role in the Supervision of the Pupil Personnel? How does this level of importance relate to your District Factor Group?

12. Are any duties, tasks, roles and/or traits that you feel a secondary school principal must possess that are immeasurable?

Appendix C
Superintendent Questionnaires

DFG A – Superintendent Responses

1. How important is the secondary school principal's role in Instructional Leadership/Curriculum? How does this level of importance relate to your District Factor Group?

Instructional leadership/curriculum is extremely important regardless of the level. Early childhood, elementary, middle or high school. It is particularly important in our district because of the diverse needs of our student population. The school leader must lead the reform process to ensure optimal student learning.

The principal is the principal teacher whether elementary or secondary. This is extremely important at the secondary level because of the departmentalization, which sometimes causes ethnocentric behavior for that subject. The principal has to be that generalist who can navigate from area to area still linking the subjects together. I do not know what district factor has anything to do with any of these questions. It would be important no matter what the factor is.

The principal sets the climate and drives the teachers to reach their goals. By using the school data, the principal, along with other administrative team review must determine the institutional needs of the student body. The research then must be transferred to the curriculum. The principal must make sure that the

districts curriculum is being followed. It relates a great deal to our district factor group.

2. How important is the secondary school principal's role in adhering to Board Policies/Records/Reports? How does this level of importance relate to your District Factor Group?

It is extremely important! Regardless of the district factor, schools must adhere to policies/records, etc...

Board policy is most important. Since the high school is more like an entire district, policy plays a key role. What is supposed to happen in sports? What about the school play? All of these individual areas are blended and must follow strict policy rules. Records are most important at the high school level. They must be kept in a certain way for a set amount of years. Record keeping is like that of an entire district. Reports run through the gamete of subjects, grades and areas.

To the educational leader, the principal must be aware of, adhere and implement all board policy. Reports and records are very helpful in developing the districts needs assessments. It highly relates to our district factor group.

3. How important is the secondary school principal's role in Problem Solving/Decision Making? How does this level of importance relate to your District Factor Group?

DFG compels administrator to be pro-active! The role of the secondary school principals in problem solving/decision making is extremely important, whether you as an administrator is leading the school through the design of a new schedule, class trip, reallocation of staff, parental concerns, etc. I would emphasize a pro-active approach.

Very important once again. There are many decisions that must be made and many problems to solve. All of these must come through the policy being used as a guide.

By working with the administrative team the principal should be the leader in addressing and resolving problems. Decision making is a shared responsibility of the administrative team. Most important to our district factor group.

4. How important is the secondary school principal's role in Supervision of Personnel/Staff? How does this level of importance relate to your District Factor Group?

District Factor Group should not be an issue! Extremely important! The school principal must define, communicate, inspire, evaluate (using diversified

techniques) and differentiating to ensure the effective performance of all duties and responsibilities.

Supervision is most important. Everyone needs to be supervised. Most secondary schools have assistance to help the principal, but the authority comes from the principal.

Working in conjunction with the School Management and Improvement Team, the principal is vital part of the hiring and supervision of the staff. Very relevant to our district factor group.

5. How important is the secondary school principal's role regarding the Physical School Plant? How does this level of importance relate to your District Factor Group?

Extremely important! Physical school plant will determine how use of space will be maximized, particularly in DFG A districts.

The physical plant is seen by more people than one of the elementary building. Because of sports many people will come to the school from other buildings so that the building is always on display. He or she needs to be aware that the cleanliness and maintenance of the building falls on the principal.

The principal is completely responsible in improving the physical plan, hence making it conducive to learning and creating a safe and healthy environment.

Very import to our district factor group.

6. How important is the secondary school principal's role in Fiscal Management? How does this level of importance relate to your District Factor Group?

Extremely important! Fiscal Management will allow to allocate funding using local, state, federal and other in the most effective manner to address the needs of students. DFG should not be an issue.

The high school is similar to the entire district when dollars come into play. There are many accounts that are used. Athletics, shops, etc. are part of this also. Although the principal may not be the one writing the checks, the responsibility is still with that person.

The principal is the major state holder in the budget development process along with the School Management and Improvement Team, and he is ultimately responsible for the fiscal management of the school budget under whole school reform. Very Important in the District Factor Group as the determination of the school financial needs.

7. How important is the secondary school principal's role in Community Relations? How does this level of importance relate to your District Factor Group?

Extremely important! Community Relations play a significant role in the success of a school. DFG should not be an issue!

Community relations is one of the keys to success. Because scores are high and games have been won, the PR factor needs to be massaged. The high school principal needs to be one of the many ambassadors of the district providing information, hospitality, and education in a friendly, but safe manner. No matter how well the school does, if the principal is not out front with a pleasant personality talking about what happens in his/her building little is seen by the public.

It is very important for the principal to be a leader in presenting a positive image to the community and work in the community in community based organizations in order to be a true partner. The community must be a true partner and must feel welcome at all times. Very important in our District Factor Group.

8. How important is the secondary school principal's role regarding his/her Personal Qualities? How does this level of importance relate to your District Factor Group?

Extremely important! He/she should exemplify the consummate school leader.

DFG is a factor in the sense that the personal qualities of the principal will inspire or influence the school community to work in a collaborative and supportive matter.

Personal qualities are important if they are reflected in his positive role. Not everyone is whom he displays. If the perception of the person is good, then it is positive within the community. Certainly I believe that personal qualities are important, I am being realistic in saying that it is what is projected rather than what really is.

The quality of leadership, confidence and positive attitude must be displayed to all students, faculty, staff and the community at large. Very important to the District Factor Group.

9. How important is the secondary school principal's role in Professional Growth? How does this level of importance relate to your District Factor Group?

Extremely important! He/she must be able to engage the school community in a continuous learning cycle. He/she must act as a role model particular DFG A districts.

Professional growth is always important for his/her staff as well as for himself.

We can not be happy with what is. We must always look ahead and stay on top of what is current in education. We need to project this to our staff as well.

The role of professional development and its implementation is extremely important to ensure that the staff keeps up to date about all new innovative ideas and concepts.

10. How important is the secondary school principal's role regarding his/her Administrative/Management Duties? How does this level of importance relate to your District Factor Group?

Extremely important. In DFG A the infinite tasks related to compliance and accountability are demanding. Principal must be able to utilize resources to assist him/her complete required tasks. Technology is a plus.

Management is also important and comes right next to, but a little behind the educational leader aspect. The high school is large complex organization and as such needs to be managed well.

The principal is ultimately the responsible in the administration of each building. The administrative/management duties are very important, however with all the

paperwork that has to be done and the time used in managing crisis this item sometimes winds up on the lower end of the priority scale.

11. How important is the secondary school principal's role in the Supervision of the Pupil Personnel? How does this level of importance relate to your District Factor Group?

Extremely Important! Observation, ongoing interaction, and analysis of student data performance will contribute to the understanding of the schools needs, therefore, leading to the development of an action plan or taking the necessary steps to address areas of concern.

The assistant principals at the high school level are usually ones who take care of supervision of pupil personnel which translated means takes care of discipline. The principal needs to be part of this process and the process also must mean more than just discipline. The students are individuals and need to be considered as such when being dealt with. Those students must be the principal's boys and girls.

Pupils are the principal's clients, he or she is judged by their success and/or failure. The principal must be visible at all times and must be involved in the overall supervision of the students.

12. Are any duties, tasks, roles and/or traits that you feel a secondary school principal must possess that are immeasurable?

He/She must be an excellent communicator/ collaborator / Strategic planner /
etc....

Everything is measurable in one way or another. But personality is a key factor for me. In question #8 I gave you what appearance, but the reality is the principal must be a person of passion for the position. He/she must love children, education, and what goes with it. He/she must be willing to spend a great deal of time and energy in the day-to-day operation of the facility and a great deal more time in the compassion that must be added. He/she must empathize with the students. He/she must understand the conditions that go with each body that is in his building. He/she must be a real educator. This means to me one that looks at the courses and their numeric value, but also what these courses do for each child.

Being able to teach and lead by example, must be able to get people to perform at the maximum level possible. He or she must be positive, confident, steady, firm and fair & must enjoy what he/she does. He/she must be always ready to assess situations and make the proper decision in the best interest of the students, faculty and staff.

DFG B and CD - Superintendent Responses

1. How important is the secondary school principal's role in Instructional Leadership/Curriculum? How does this level of importance relate to your District Factor Group?

Instructional Leadership is more important than ever. It is also a role that I have come to place more value on. I enjoy this area very much. DFG B schools tend to have a scarcity of resources available both financial and human, therefore, Instructional Leadership may be important.

The principal's role as an instructional leader is extremely important. Students from urban environments need innovative techniques and strategies to be successful and be able to compete with suburban students. The principal needs to monitor curriculum and see that is current and relevant and addresses the N.J. Core Curriculum Standards.

Principal's role as instructional leader of their school is very important. Curriculum development/instructional improvement are the foundations upon which high quality schools are built. The principal, no matter what the DFG, must lead in those areas.

The principal is the instructional leader in any setting. How he/she conducts the business of the school dictates what is and is not going to be the learning

imperative. Given that our schools are relatively small (high school of 650, middle school of 380), the principal takes a more aggressive and visible role in the instructional process. There are no area supervisors which makes the principal the only one teachers find responsible for performance evaluations, as well as curricular direction.

This must be the central role for the secondary principal. Without it, the principal is only a manager of routine. No relation to DFG except in focus; not in importance of centrality.

The principal must be the instructional leader of a high school. The principal can depend upon his or her supervisory group regarding the content areas, but the principal must set the tone for academic achievement. In relation to DFG, the No Child Left Behind Act will not allow you to use demographics as an excuse for poor academic achievement.

This is critical aspect for any building level administration but even greater at the secondary level due to the depth of curriculum offering. The challenges may differ based upon community expectations but not professional responsibility.

Extremely important, not only in terms of establishing expectations for teacher and student performance, but also in terms of establishing a positive school climate. It is vital in a C-D district.

Most Important. His/Her Curriculum Leadership is the most effective tool available to establish the personality of his/her school and effectively lead the learning success of the students.

It is extremely important as the community continues to expect the district to prepare the student for post-secondary success and to raise academic standards. It is also very important to due to the fact that schools are compared to one another on the State Report Cards + State assessment. There is a high level of importance related to our DFG.

This is a vital part of the HS principal's job. The importance stretches over all DFG's so it isn't really critical to only the FG groups. It's important in all DFG's.

2. How important is the secondary school principal's role in adhering to Board Policies/Records/Reports? How does this level of importance relate to your District Factor Group?

Cannot be underestimated. Policy must serve as the first guide in decision making. Accurate record keeping and reporting of relevant data is essential. I do not think that DFG matters.

The secondary principal has to closely adhere to Board Policies/Records/Reports. Students need to be held accountable to rules and regulations so they are prepared to live successfully in society. Records and reports need to be completed accurately so district students qualify for supplementary programs that enhance their learning. Board reports show the public how schools and students are progressing.

'On site' implementation of policies, records, reports is the responsibility of principal. The superintendent/central office carry out the policies etc. through the principals. The DFG does not change this concept.

Board Policies are the bible of the public school district. It is expected that the principal have the Policy Manual, understand how to use it, and make it a resource in the decision making process. Asking questions of the District Office for consistency or interpretation is welcome and encouraged. Records and Reports are part of the job. Again, in a small school environment, as well as being within the lower socio-economic strata within which we reside, makes it that much more important for the principal to be diligent in this bureaucratic responsibility. Either in revenue or losses due to negligence, Policies, Reports and Records translate into financials.

Requirements must be met and policies supported- whatever the DFG.

The school principal must always adhere to the board policy, records and reports.

The most difficult thing for an administrator to do is be consistent. In the area of enforcement of board policy, I see no relation to the DFG.

As a building leader + member of the district administration, the secondary school principal serves as a role model in this area. The impact/relation to DFG is minimal.

Again, extremely important. Unfamiliarity with Board policies, etc. may result in conflicting decisions, confusion for students/staff/parent's etc. I think this would be the case regardless of DFG.

BOE makes the policies- Principal must uphold them by word and actions. He can be a viable influence in the formation of policy.

It is very important that the principal follows board policy, maintains appropriate school records and meets deadlines for reports. With relationship to our DFG, there is little importance.

Again, implementing policies is required. Secondly this requirement covers all DFG groups.

3. How important is the secondary school principal's role in Problem Solving/Decision Making? How does this level of importance relate to your District Factor Group?

DFG irrelevant. Discussions big and small, routine and complex, are made all day long. Sound decision making is important for success.

Principals have to solve problems and make decisions all day everyday. Schools can only run smoothly and effectively when good decisions are routinely made. Urban students have a variety of problems and need better schools than other factor groups, therefore principals need to make the best decisions daily.

Problem solving and decision making are 'on-going processes' engaged in by a principal. The level of importance is the same no matter what the DFG.

At the building level, the principal is the decision maker. How he or she conducts decision making within the staff is a matter of personal leadership style and the nature of the schools. We have a very diverse ethnic clientele and as a result, we anticipate our principals will take into account the various cultural nuances of the community before reaching a decision. Collaborate consensus is the hope. Again, being a small town with small schools, this is part of the local profile.

Very important when done with a team. Same for all DFG's.

The entire school community of a high school will always look to the principal to resolve situations. Again, the principal will have to be consistent, fair and compassionate. I do not see any relation to problem solving regarding the DFG.

Once again as a pivotal member of the administrative team the principal aids in district level decision making. He/She has *critical* responsibility in this regard at the building level.

Very important. The principal serves as the role model for some and encourages/facilitates problem-solving and decision-making skills in other staff. I do not think this is DFG specific.

Prin. Sets the stage for discussion – Leads the decision making process – Final decision after input from pertinent administration – professionalism, is key.

It is very important that the principal has strong problem-solving skills and the ability to make decisions quickly. Ideally, the principal wants to receive input from all stakeholders when making decisions, however, he/she has to be able to frequently resolve issues without the benefit of time. There is little relationship to the DFG.

Very Important especially on Balancing the sometimes competing needs of teachers, parents, and students.

4. How important is the secondary school principal's role in Supervision of Personnel/Staff? How does this level of importance relate to your District Factor Group?

In essence, the Principal is responsible for the supervision of all building personnel. This is an area where responsibility can be delegated to other staff members. DFG may impact here for the same reasons as #1(resources).

The principal's role in supervision is also crucial. The principal recommends which staff are offered tenure. In an urban setting staff have to be extremely effective if student achievement is to rise. Principals have to be able to recognize good teaching and know how to bring mediocre teachers to higher levels.

In New Jersey supervision is used either for accountability or the improvement of instruction. In either case the level of importance does not change because of the DFG.

This related directly to our DFG in that we are a small enterprise and as a result have to rely upon the principals to do the supervisory work with our staff. In small schools the principals wear many different hats.

Without consistent fair supervision, goals and reflection, there is no growth; only status quo or degeneration. True everywhere.

The high school principal's major job is the supervision and evaluation of staff. In relation to the DFG, if your school population is changing demographically, the principal must ensure that the staff is aware of the change in population regarding their particular needs.

Supervision of personnel relates to instructional leadership as well as staff morale for all employees at the building level. DFG level may impact areas requiring intense supervision.

Extremely important, probably more so in a C-D district than in a higher DFG.

Prin. is the leader – by word – action – This supervision – benevolent – knowledgeable- experience – supportive in what makes it all happen.

His/her role is extremely important. In order to foster a strong instructional program, one must have a strong, competent staff, which requires the ability to supervise staff effectively. There is a strong relationship to the DFG.

In our size district the principal is the primary evaluator, therefore, this role is critical. In larger FG districts this may be less critical than in ours.

5. How important is the secondary school principal's role regarding the Physical School Plant? How does this level of importance relate to your District Factor Group?

DFG impacts here I believe because the position of Supervisor of Buildings and grounds was eliminated. Therefore, this consumes more of my time than it should.

The principal's role is important in that he/she has the responsibility of the whole school building. Many times urban schools have neglected maintenance due to lack of funds. The principal has to be able to provide the students with clean facility and maintain the building. Urban students should have buildings that compare to suburban areas.

The principal plays an important role in maintaining the physical plant. The overall school environment is connected to the condition of the physical plant. Role does not change with a change of DFG.

Most principals are not mechanics and don't understand the dynamics of the physical plant. However, they do know when something is interfering with instruction. As a relatively poor community, (DFG B), we have to work with our facilities as they exist, not as they would be in a perfect world. Principals have

access to district maintenance personnel and not their own mechanics, which is also part of the learning process for a principal, knowing when to call, and who.

Physical plant should be maintenance/facility director's responsibility. Principals should care about safety and climate but be able to have others take the lead.

The community judges the school system on the basis of what the high school looks like. If it is a clean an attractive plant, the community will judge the school system to be excellent. I do not see any relation to the DFG regarding the school plant.

This varies based upon the size of the district and levels of administration. In some cases the principal is the manager of the physical school plant. In other cases individuals may have this specific responsibility. In this district it is a shared responsibility.

The role is important, but not a primary responsibility in the sense a Plant Manager would be responsible for same. This role may be more significant in a C-D district than in a higher DFG.

The school, people and bldg. These been entrusted to his care. It is his home away form home.

It is extremely important to maintain a clean, safe physical environment for faculty, staff, and students. There is a strong relationship to the DFG.

Very small role other than to observe needs and report them to our Buildings/ Grounds Department. I am not certain about level of importance in the FG districts.

6. How important is the secondary school principal's role in Fiscal Management? How does this level of importance relate to your District Factor Group?

This is a much more cut and dry area. There is only so much money that can be spent. I approve all purchases and monitor the status of school accounts. DFG important because fewer discretionary funds are available.

Because urban principals have to provide more to enable their students to compete with suburban student's fiscal management is important. The principal has to juggle priorities in order to provide the most for the dollars. The principal has to be sure all components of the school experience are funded. The principal has to also be sure the best programs, which will generate the most desired outcomes be funded.

Managing the fiscal operation of a school is an important part of a principal's role. Developing and implementing a fiscal plan for a school is a complex task. DFG does not alter importance.

We are site based management district. Our community character requires input from many sectors. The principal has domain over his or her budget, and is expected to draw upon consensus on the issues. Due to the DFG, we do not have funds to do what we might like to do, therefore being fiscally prudent is very important.

Again, should not be a primary role. Allocating and budgeting resources that are aligned with student's needs is the key here. Same for all DFG's.

The principal's budget is a reflection of the needs of the school, and the allocations set the priorities of the educational program. There is a direct relationship between the budget and the DFG.

Again, similar to #5 it depends on the degree of site-based management used. However in any case the principal is a key player in district fiscal responsibility.

This is important ensuring that the budget supports instructional initiatives. It is much more important. I would imagine in a C-D district as opposed to a higher DFG.

The Principal counts the pennies for the Business Administrator and the Superintendent. Order what they need – need what you are allowed to be ordered.

It is extremely important to manage funds successfully & prioritize needs in they day of shrinking budgets. There is a strong relationship to the DFG.

Financial Management is important especially in the budget process. I believe that credible financial management would be important across all DFG's.

7. How important is the secondary school principal's role in Community Relations? How does this level of importance relate to your District Factor Group?

Very important to maintain an open line of communication with community groups. Not as important as other areas being questioned. May be more important in upper DFG groupings.

Community Relations are another important component of an urban principal's job. Urban schools usually have difficulty obtaining parent involvement. All research states the most successful schools have strong parental involvement. Urban schools need innovative programs to promote achievement and much attention has recently focused on involving business/community in school programs.

Principal's role in community relations is always important.

As a site based management district, the principal is responsible for building community rapport. Due to the fact that we are a diverse community, representation from various cultural and ethnicities is essential. That is a direct connection to the DFG.

Every contact, or missed contact, is important. Community support and understanding are needed. True of all DFG's. Methods will vary by DFG, not importance.

In public education, the principal must be the key communicator to the community especially at the high school level. Every effort must be made in relation to the DFG to make sure that the parents are duly informed of any factors that may impact upon the building.

This is a crucial area. He/She represents not only their building, but the district. The DFG may alter the manner of community outreach, but not the amount.

This is very important, but may be deemed more important in a higher DFG.

He/she is the personification of the school to the people - just as the Superintendent plays the same role for the entire district.

It is very important to involve the community in decision-making where appropriate and to elicit support for building initiatives. There is a strong relationship to the DFG.

In these days of competing high schools, charter schools, parochial and private schools, the principal is very important in representing her/his school. I believe that in FG, H, I and J districts which usually wealthier in terms of townships this is more critical.

8. How important is the secondary school principal's role regarding his/her Personal Qualities? How does this level of importance relate to your District Factor Group?

DFG irrelevant. I feel personal qualities extremely important. Appearance, communication skills, integrity, trust, support, loyalty, openness, friendliness, etc.. Critical to success.

A principal's qualities are extremely important especially in an urban school setting. The principal has to be able to relate to the students, parents, as well as the community. The principal also has to relate well to staff in order to have them perform over and above to bring about high student achievement. In urban schools many parents have had a poor experience in school and shy away from

taking an active role in their child's education. The principal having good personal qualities can have a very positive effect on such parents.

The personal qualities of a principal are very important. Honesty and integrity are characteristics necessary for high quality leadership.

Principals are principals. They are independent beings and take responsibility for their personal qualities. That is the nature of the job and the personality drawn to it. This is not DFG dependent.

All of the good ideas won't matter if there aren't positive relationships - No matter the DFG.

As the instructional leader of the building, the principal must always present himself or herself in a professional manner, regardless of the situation and the pressures that may be presented. I see no relation to DFG.

I am unclear as to the principal's role regarding personal qualities. However, one's personal qualities are usually perceived by the entire school community and contribute to one's success or failure as a leader. Different DFG's/ school districts are better matches for some individuals based on "who" they are.

This is very important in order to better ensure acceptance by the school and larger community. I thin this would apply equally to all DFG's.

We have seen recently how the President's character influences the country– in just the same manner and to the same degree does the principal influence and effect the school and its community.

It is very important that the principal has the personal qualities that instill confidence in the faculty/staff, students, and community such as honesty, integrity, knowledge, etc. There is a little relationship to the DFG.

Personal qualities such as task orientation, honesty, professionalism, fairness, intelligence are important in all DFG's.

9. How important is the secondary school principal's role in Professional Growth? How does this level of importance relate to your District Factor Group?

Goes back to the area of Instructional Leadership. I play an important role in establishing building Professional Growth plans. May be more important in lower DFG groupings.

As the principal performs the duties of an instructional leader it also relates to professional growth. Its imperative in the urban setting that staff routinely develop professionally. By close supervision and related development of staff PIPs the principal ensures professional development. The district gives a hand in this area by providing opportunities for staff development. The principal makes sure the staff attends and then supervises to see it is implemented.

The professional growth of the staff is an important part of the principal's job.

Professional growth is directly correlated to the DFG and the principal's instructional beliefs. A principal will set the tone for professional development with a focus on building goals and objectives. It is imperative that the principal be the "head learner" (Roland Barth). Also, the DFG represents the impact of finances and local reverence for learning, therefore it has a profound effect on professional development.

Extremely. It must be modeled, charted and relentlessly pushed!

The high school principal's professional growth should be ongoing, especially with the changes and needs of our society. I seen no relation to DFG.

This aspect is critical to leadership. If one wishes to create an environment which fosters *learning*, one must model learning. This may be more critical in DFG's which have a higher degree of parental involvement.

This is very important, and is critical in a C-D district.

As the father nourishes his children so the Principal the children entrusted to his care – the big ones (faculty)+ the little ones (students).

It is very important that the principal continues to grow professionally either through membership in professional organizations or attend conferences to stay abreast of current trends and research. There is a strong relationship to the DFG.

Not so important generally, unless through supervision a specific development program is needed--then required by the principal in the subordinate's P.I.P.

10. How important is the secondary school principal's role regarding his/her Administrative/Management Duties? How does this level of importance relate to your District Factor Group?

DFG irrelevant. Must keep the organization moving forward. Must try to be on top of things. Establish timeliness, priorities, etc. Managing day to day operations very important.

Administrative/Management Duties are also important because the central office cannot effectively do their job if the principal is not implementing all the programs and activities put in place. Students need to be in environments conducive to learning and this is usually the result of good administrative and management skills. Urban children need such positive environments in order to thrive.

Administrative/Management duties are an integral part of the principal's role.

The principal determines his or her role as an administrator. It has no DFG correlation.

Time and task management are fairly important due to the varied demands. Setting priorities is the real skill needed.

Besides being the instructional leader, the high school principal is the C.E.O. of the building. As the C.E.O. of the building, he/she must set the tone for the other administrative supervisory groups regarding the management and administrative duties.

Most of what has been discussed impact administrative “style”. Once again this often is an important factor in determining a match between administrator and districts.

Again, this is very important. In light of reporting requirements, I would anticipate that this would be a requirement for all districts.

He is a principal first – that is – not a pal – but the principal teacher – and all that involves, includes and implies.

It is extremely important as the job requires the juggling of multitude of responsibilities + duties simultaneously. It is imperative that the person be able to prioritize, delegate, and oversee multiple tasks. There is a strong relationship to theDFG.

Ability to delegate in larger districts. Ability to manage in smaller districts.

Either is important in FG districts dependent upon the size.

11. How important is the secondary school principal’s role in the Supervision of the Pupil Personnel? How does this level of importance relate to your District Factor Group?

Less important than other areas because of available support personnel, specifically guidance+ V.P. May play more of an active role based on DFG.

The principal needs to be alert to all students' progress. In urban schools high percentages of students are usually classified. The principals role is important as the responsibility of providing effective classroom instruction in the school lies with the principal. Good instruction leads to fewer students referred to Child Study Teams. Pupil Personnel staff need to be very active in an urban school. Principals have the task of making sure classified students are educated in least restrictive environments that do not interfere with effectiveness of the teacher with her other student's!

The principal's role would be one of overseeing the pupil personnel operation. The principal is accountable for the education of all students.

In a small school, the Pupil Personnel department is the right arm of the principal and a vital bond should exist. Given the nature of our clientele and the diversity of community (DFG) the connections built with the Pupil Personnel department become vital. There is a direct linkage between the principal and the department, usually without any other administrative layer or liaison.

Tangential but usually this falls directly under a director or coordinator- and should.

In the area of guidance/student services, the principal should be directly involved because of the social problems that interfere with academic success. There is a definite relationship to social problems as they pertain to the DFG.

Pupil Personnel services, depending upon the district organization, may be the heart of the school system. Again DFG's with lesser parental involvement may require the principal to serve even more frequently as a child advocate.

The role is important, but not a primary responsibility. The Director of Pupil Personnel Services is responsible for this area. This is acceptable in a C-D district.

He is their "Father" away from home.

This important, however, it is less important than the others provided the principal has a supervisor of Pupil Personnel on staff. Otherwise, it is extremely important that the principal directly oversee guidance, child study, scheduling, IEP's etc. The strength of the relationship depends on whether or not there is a supervisor of pupil personnel.

Setting the tone to challenge students to apply to colleges which they may think are out of reach is important in FG DGF, and in all DFG's I would think.

12. Are any duties, tasks, roles and/or traits that you feel a secondary school principal must possess that are immeasurable?

For me, at this point in time, Instructional Leadership. Providing a sense of direction and stability. Human relations can be one of the more difficult roles, so many personalities and needs to deal with.

Yes, it is hard to measure the direct effect a principal has on specific number of students. The principal is a role model. Good principals interact with students daily and often students may react positively, but not verbally. One cannot measure how a principal goes over and beyond the call of duty because often times it is done without an audience.

Shared decision making process! Good work ethic. Honesty. Integrity.

Background in curriculum development/instructional improvement.

Propensity to juggle multiple tasks simultaneously without losing perspective of what is the ultimate objective. Different personalities make good principals because they are able to interact in manners which have productive results. There is no definition of character that is tangible in the principal, they are all immeasurable. What I seek in principal candidates are people with a successful

track record in their pursuits, noble failures (a requirement of the job) and a inclination toward people.

People must *want* to follow the principal's lead.

You must be consistent and cool under pressure and be a consensus maker.

A principal is an *educational* leader not just a leader. As such he/she must never lose their *love* of children.

Commitment to the profession, energy, tolerance, and a willingness to devote unreasonable time to the job responsibilities.

His loving care for everyone and everything entrusted to his care.

All the categories listed above emphasize important roles for the principal, however, none specifically address his/her primary clients; i.e., the students. The principal must have an enthusiasm for working w/ this age-group and the ability to interact with the students in his/her building and to develop a rapport with them. He/She should be reviewed not only as the leader of the building but also its biggest "cheerleader."

Sense of humor, consistency, ability to conclude projects with proper follow-up

DFG DE and FG - Superintendent Responses

1. How important is the secondary school principal's role in Instructional Leadership/Curriculum? How does this level of importance relate to your District Factor Group?

Essential if staff is to implement more rigorous standards in delivery and content of curriculum. One DFG in D-E; the principal's relationship to the parents and community must entail his articulation of a standard-based curriculum.

Our purpose as educators is to educate our students. The principal is the "Principal Educator" and as such must lead this initiative for teachers to accept the ongoing challenge. It is one of if not, the most important responsibilities of the principal.

The principal is the primary Instructional Leader at the building level. However, without the support of a strong vice-principal who can handle the managerial task, principals often find that their time as Instructional Leader is limited. Principals have building level control of curriculum. In the state of New Jersey curriculum for the most part is dictated by state standards. The principal's role is to ensure that local courses of study are written in alignment with state standards. Principals must also work with other principals in the district to ensure vertical and horizontal articulation of instructional programs. In terms of the DFG, the principal is always cognizant of his/her test scores in relation to other schools

within the DFG as this is where community, parental, and board concern often lie. Comparing local test scores to those of district in the DFG is one of the most effective ways to interpret scores.

The secondary principal's role as Instructional leader is vital to the implementation of the approved curriculum. This level of importance is necessary for address the DFG concerns.

Very important as the principal should be the instructional leadership the school. If easy for the high school principal to give more attention to the short-term issues that are at times overwhelming, yet by participating in curriculum council, supervisory meetings, etc. He/She constitutes to the academic culture if the school. I would think it transcends any DFG school type.

The principal leads the departments. They take the lead from him/her. Bottom line is that instructional leadership is Job #1. The wealthier the school district, the role is even more important.

It is very important. Our upper middle class community expects the principal to be the instructional leader for the school. He/She must direct the flow of curriculum from state standards to the students.

It is very important if the principal can implement the changes. In our district, we have a Director of Curriculum, Curriculum committee of the Board and District

Instructional Council which will approve curriculum before it is implemented with a school. Nor relation to DFG.

This is an area of major importance because ultimately the principal's vision determines the direction of the curriculum. Through department supervisors this is related to the rest of the staff. Our DFG is FG and as any other group this is an extremely important area.

The Principal plays a major role in curriculum development+ instructional leadership. In a small school setting there are not too many other people to delegate the two, so the principal must be the driving force to change. The smallness of our school plays more of a role than the DFG.

I would consider this to be the principal's most important strength. Without knowledge + the expertise in understanding C/I data the principal would not function as the instructional leader of the school. Especially in our DE School because the high parental expectations.

Extremely – he/she sets the tone for faculty and students. He/she is an advocate for instructional excellence. No relation to DFG.

2. How important is the secondary school principal's role in adhering to Board Policies/Records/Reports? How does this level of importance relate to your District Factor Group?

Critical to the success of the district operations.

Policy is our governance regulator. The principal must insure adherence to policies and reporting deadlines.

All administrators must act within the guidelines set forth in Board Policy. All student and personnel records are maintained according to these policies. I am assuming that since you have included reports with this question you are referring to reports that are generated as a result of Board policy. DFG-- unsure if this pertains to this area.

The secondary principal must adhere to all Board Policies/Records/Reports to accomplish district objectives in relation to the DFG.

Less important function. Principal needs to be familiar with all policies and contribute to timely reports. However, he/she has central office support to assist with policies. Do not see relevance to our DFG.

If you do not adhere to BOE policies, records & Reports. You can lose your job.

The Building Principal has full responsibility for the administration of Board Directives and is expected to maintain and complete all records and reports in a timely fashion.

Every principal must adhere to BOE policy –Reports (unless it is a State Report), there is more flexibility. (No relation to DFG – all administration must follow policy.

Being a small FG group school, the principal is an important link for the school to the board of education. It is his sole responsibility to insure that board policy is adhered to, appropriate records are kept and reports are completed and filed on time.

The principal serves the frontline in ensuring that the policies are adhered to and the school level are completed. This is the case for all principals, I don't believe DFG is relevant here.

Just enough to keep him or her out of difficulty with the Super + the Board!! Not really relevant for DF group.

Extremely without adherence you have problems with policies, parents school board scrutiny stat DOE. Provides for calm smooth school and district operation. No relation to DFG.

3. How important is the secondary school principal's role in Problem Solving/Decision Making? How does this level of importance relate to your District Factor Group?

Very important part of building principal's role; at the building level he or she must make good decisions constantly.

Without this skill a principal is doomed to failure. He/She should utilize the staff in a shared decision making model.

The principal leads the decision making process in his/her building. The principal determines whom to involve at which level of decision making. Building principals are typically involved in decision making at the district level that will directly impact their job responsibilities or building. Again, I am unsure how this pertains to the DFG.

The principal's role in problem solving/decision making is vital to the involvement of the school in a productive path.

Critical Principal will make numerous decisions and approach many problems each and every day. He/She must have strong problem solving skills. Do not see relevance to our DFG.

This is important regardless of DFG. You are the leader, people look to you to solve problems & make decisions. The problems are difficult depending on the DFG.

All our leaders *must* solve problems before they get to the superintendent's level.

A good problem solving and decisive decision maker equals success. No relation to DFG.

Again being a small school the principal must be able to problem solve and make decisions in a timely basis. They must be able to gather facts and make effective decisions that will benefit the entire school with a look towards how it will affect the school down the road.

Principals are making decisions all day long and solving problems big and small. Importance not related to DFG it's related to the position.

Now you are at the heart of leadership. Without sound PS/DM skills the principal would be the captain of the Titanic and would merely go down with the ship. Without sound skills the school's DE group would be in peril.

Extremely important. Building and district function better; staff and students are happier; parents are content. No relation to DFG.

4. How important is the secondary school principal's role in Supervision of Personnel/Staff? How does this level of importance relate to your District Factor Group?

Essential to the success of instructional change.

In our organization supervision is shared with other administrators/supervisors.

The principal must coordinate these activities to establish uniform objectives and bring together all parties in making this import decision.

The principal is responsible to ensure that staff at his/her building is evaluated per state code. This responsibility is typically shared with other building administrators and district supervisors. DFG-?

The principal must supervise personnel/staff in a manner that fosters collegiality and trust.

Principal should command effective hiring (interviewing, screening applicant) and evaluation skills. Very much relates to instructional leadership in Question #1 as principal should demonstrate a knowledge base of instruction through the observation process. DFG we have eliminated many supervisory positions, placing more responsibility on the principal.

Usually other administrators deal with personnel and staff.

He/She has complete responsibility for staff supervision. Our community expects excellent teaching.

The *most* important job of any principal – improvement of Instruction.

Ultimately the principal is responsible for the supervision of all staff and personnel, however, he must depend upon the aid of the subject supervisors and vice-principal to most closely supervise staff and personnel and inform him of any difficulties.

Very important. Principal is 1st line for staff supervision. DFG not important.

I think this area of strength is extremely important. It is a nice blend of #1 + 3 for it focuses on PS/DM skills, people skill and the ability to observe the full realm of the teaching/learning spectrum.

Extremely – you hire and keep best personnel ; get rid of problem personnel
Building operates better instructional quality is maintained.

5. How important is the secondary school principal's role regarding the Physical School Plant? How does this level of importance relate to your District Factor Group?

Less important if the Director of Buildings and Grounds takes major responsibility for the physical plant. The principal, however must ensure that the program needs are met.

Our director of plants/facilities and lead custodians share this responsibility. The principal must communicate his/her expectations along with successes and failures.

In our district the principals have limited responsibility for plant management. There is a supervisor of buildings and grounds along with the business administrator who handle these responsibilities. DFG-?

The principal must ensure that the school plant is safe and conducive to a stable learning environment.

Principal should have good communication with head custodian, director of building/grounds and should take responsibility (and pride) of the physical plant. As a DE district, we have an old high school and a routinized maintenance plan is necessary.

The physical school plant responsibilities are shared with the head of maintenance. The DFG does not matter. If kids are cold, someone has to correct the problem.

Again the principal oversees maintenance of the school plant. Our community demand's clean, well-maintained buildings.

Principal is responsible for the physical plant – if there is a defective part of the physical plant, the principal is held responsible.

Direct supervision of the physical plan is primarily the responsibility of the head custodian and the district building and grounds supervisor. The principal must be aware of any physical problems arising in the facility so he can work out with the appropriate people to correct them.

Principal is in charge of the building and everything involved in it. It's his job to ensure the school plant is in working order— safe+ clean. No importance DFG.

He should have some knowledge especially the areas that deal with health, safety + environmental issues. Import but left up BM + Plant manager not a real factor in the DF group.

Extremely important. Community expects attractive building and grounds. Need safe well maintained facilities. No relation to DFG.

6. How important is the secondary school principal's role in Fiscal Management? How does this level of importance relate to your District Factor Group?

The building principal must manage a school budget; depending upon the degree of school-based decision making the level of importance will vary.

We utilize site planning. The principal presents, reduces and manages his budget to achieve school and district goals.

The principal is responsible for the building budget and the athletic and activities budget. DFG-?

The principal must make budgetary decisions which foster fiscal responsibility and maximization of resources.

Not critical. Principal needs to understand the budgetary process and be able to develop a budget that is linked to school needs (curriculum, staffing, maintenance, etc.). More of a stress for us as a DE district as budget is a challenge.

Fiscal management is everyone's responsibility. Mostly this is done in central office. DFG is not a factor.

He/She determines the budget in the high school and must balance quality education with a financial responsibility to our beleaguered tax payers.

Most important. The principal makes the budget and sets limits for the various programs.

The responsibility of developing, submitting and insuring that the annual budget is adhered to is completely the responsibility of the high school principal. The approval all purchase orders are his responsibility as well as the monitoring of the school activity accounts.

The principal is the CEO of his building and must make sure his building budget and finances are handled efficiently and accurately. No importance DFG.

The principal has to manage the building budget and should be able to transfer line items to adjust for changing needs throughout the year and it blends in with # 1 + 3 + 4 Not a high level of importance in DF group since it is beyond the principal's immediate control.

Extremely – With limited budget/funds you need to make your money go as far as possible no waste/foolish spending No relation to DFG.

7. How important is the secondary school principal's role in Community Relations? How does this level of importance relate to your District Factor Group?

Positive relationships with the community is extremely important, especially at the high school level.

Without community support, budgets fail and goals are not felt to be relevant or shared. This is vital to school improvement.

The secondary principal is often seen as a community leader. He/she is expected to be visible in the community and to organize and facilitate parental and community meetings through the school year, i.e. site based councils. DFG-?

The principal must communicate effectively with community members and establish positive home and school relations.

Important – Needs to develop support for the school as maintain a good work, relationship w/ school-related groups (music boosters, athletic boosters, public department, etc..). Do not see a relation to DFG.

This is the most important role of a principal. The higher the DFG, the more important it is.

We have one high school in our town. The principal must serve as an ambassador to the town.

Community relations is a very large part of the job. (Building positive community relations is critical.

The principal needs to insure that the prospective events occurring in the school are reported in the local paper. Otherwise, information can be given out to the community through high school newsletter as well as the district newsletter and maintaining active service organizations is also an important method of maintaining positive community relations.

The principal is the visual symbol to the community to serve as a sign of positive or negative school climate. He must be the cheerleader for the school. DFG not important.

Extremely important, the principal has to be active, visible and part of the community if he/she wants to accomplish their agenda. Important DF group because the principal needs to sell his agenda to the community.

Extremely Need to be on good terms with parents business and government.

Need positive publicity for school's student staff and programs helps pass

budgets. No relations to DFG.

8. How important is the secondary school principal's role regarding his/her Personal Qualities? How does this level of importance relate to your District Factor Group?

Personal qualities play an important part in the image built of a school.

Traits and attributes such as honest/fairness, compassion and decisiveness are critical to the principal's acceptance as a leader by the school community.

I am not sure what you mean by this question? A secondary principal is very visible. He/she must be well groomed. The principal must establish a welcoming environment for parents. This is often the time when parent involvement begins to wane. DFG-?

The principal sets the tone for the building and must use personal skills effectively.

Do not understand your question.

You must be trusted and honest. DFG is not a factor.

Again, our community demands the highest level of character from all our leaders.

Depending on the qualities – the ability to lead, (envisionary, focused, etc) is important. Other qualities – intelligence, perseverance, honesty, personable are also helpful.

The personal qualities of a secondary principal as with any particularly in a small FG school are extremely important. They should be approachable being perceived as fair and equitable, concerned and have the best interests of the school and student at heart. Honesty is another important component in this equation particularly as it relates to delivering bad news.

A principal must have integrity in order to serve as a role model for his staff. Staff need to respect the principal which happens with administration positive personal qualities. DFG not important.

Personal qualities are extremely important they tell the public where you are and what you stand for. Not relevant for DF group.

Extremely Parents teachers students board and central office need excellent people to work with and relate to. Principal can make or break a building. Need honest, moral personable, intelligent leaders. No relation to DFG.

9. How important is the secondary school principal's role in Professional Growth? How does this level of importance relate to your District Factor Group?

Critical to continuous improvement.

The professional growth committees are charged with the responsibility of setting the objectives of the yearly plan. The principal is vital in communicating the administrations perception of needs. Our curriculum coordinator manages the district professional development goals.

The principal should be an active member of NASSP and ASCD. As such he/she should attend local and where possible national workshops. The principal should facilitate a New Staff Induction Program within the building. All faculty meeting should be seen as opportunities of Professional Growth. Within the building budget the principal should allot money for teachers to be involved in professional growth activities. DFG-?

The principal must stay current with educational trends and invest in his own growth and development.

Essential – important to continuously develop their own skills and talents as well as set an example for staff. Not related to DFG.

It is important, but not at the top of the list. DFG at the upper end expects better professional staff.

Professional growth is important to our principal, but falls directly under the auspices of the Asst. Superintendent for curriculum and instruction.

In reality, the principal (and any other leaders) should continue to grow professionally and should be involved in monthly education (professional activities) for its staff.

The professional growth is primary the responsibility of individual staff members, however, the principal is responsible for promoting an atmosphere that fosters growth as well as supplying the support needed. It is important to guide the staff as a whole to improving certain skills that will benefit the school as a whole.

The principal needs to encourage staff to grow professionally by sending them on workshops and seminars. He also needs to grow professionally to serve as a role model to staff. DFG no relevance.

The principal needs to take an active role in the professional growth of the staff and its may be an important way of him/her to see growth in the students academic program. Low level importance DF group.

Important – should be a staff developer if time permits – must support staff growth and development – should build professional development plans with each staff member.

10. How important is the secondary school principal's role regarding his/her Administrative/Management Duties? How does this level of importance relate to your District Factor Group?

Essential part of the school operations.

These duties require attention but can be delegated. Oversight by the principal can be sufficient once expectations are established.

A principal's time is typically spent between management and leadership. When a building is well managed the principal has more time for instructional leadership. DFG-?

The principal must set the tone and manage their responsibility well to ensure an efficiently running school.

Needs to be a good manager (Planning, organization, scheduling, etc.) and time management is essential. Not related to DFG.

The number of assistant principals and dept chairperson's determine how important the role is. The higher the DFG, the higher the supervision of instruction and other duties.

It's important, but is secondary to leadership qualities.

Very important as the principal will delegate to his/her assistants, etc.

Besides being the educational leader, unfortunately the principal is also the primary manager of the school and much of his time is devoted to administrative tasks. Being able to delegate these tasks as much as possible is an important skill. Again being a small school, there are fewer people to delegate these responsibilities to.

The principal must be able to handle many duties and sometimes at the same time. Handling paperwork becomes an important part of administrative duties. DFG no relevance.

I think in the scheme of things its important for the Principal to be able to juggle many balls at one time. Of course those that drop more than others are not in a

leadership position for too long. In our DF group we have high expectations for our Principal to do all this and more.

Extremely - Leadership and building management are critical to school excellence. Paper work, ordering supplies, maintaining a clean facility supervisors are a must.

11. How important is the secondary school principal's role in the Supervision of the Pupil Personnel? How does this level of importance relate to your District Factor Group?

If there is a Director of Pupil Services it is important that the principal collaborate with the director regarding the performance of the Pupil Personnel in his or her building.

Pupil Personnel Services are managed as a district function. The principal establishes needs/goals and reports whether they have been achieved.

In our District we have a Director of Pupil Personnel Services; however, the Director works in conjunction with the building principal to ensure that the guidance program is aligned to building goals. The principal also observes the guidance personnel. DFG-?

N/A

Not critical – A function of guidance and with the development of technology, student records, discipline, etc. are readily accessible. Not related to DFG.

Not a factor if there are assistant Principal.

He/She must hire the best possible Director of Guidance to fulfill this area.

Extremely important as the principal is the final arbitrator for the building (students).

This duty is the shared responsibility with the district director of student support services. In this particular school, the principal has primary responsibilities for the supervision of guidance and secondary responsibilities for the child study team members.

If by pupil personnel you mean handling student management, then the answer depends on if he has an Assistant Principal. If he has no AP then he must be 1st line and handle discipline. If he has an AP then he handles only the appeal of the AP's decision. DFG has no relevance.

In our school it is a primary responsibility since we don't have a director. The principal needs to point out the oversight to pupil personnel. In our DF group our parents expect our counselors to be on the ball and they hold the principal responsible.

Extremely - No instruction of value without strong discipline. Principal must be visible firm but fair discipline.

12. Are any duties, tasks, roles and/or traits that you feel a secondary school principal must possess that are immeasurable?

Personality, passion, love for adolescent age group.

"X" – no response

I believe that the job of the principal can be assessed. The dilemma is in how to conduct this assessment and which criteria to use to measure his/her effectiveness.

The principal must create an atmosphere of reflection with the building. He must be reflective in his approach to leadership and management.

Traits – Character (Trust, Honesty, Integrity, Compassion, Competence, Caring)

Roles - Must be able to Delegate

No

Must be genuine, honest, fair, a great communicator, friendly, accessible, and visible.

Human relations, honesty sincerity, dedication.

The ability to work cooperatively with teachers, parents and students is an immeasurable benefit.

I can only think of having “good people skills” as a trait that is intangible and immeasurable but a necessity to be successful.

Common sense, ability to laugh at one’s self, demeanor, spiritual values (not necessarily church going) anticipatory, “see the forest for the trees” knee jerk reactions to issues, interpersonal and interpersonal relationships.

Yes empathy, as a trait, role of mediator, psychologist, confessor.

DFG GH and I – Superintendent Responses

1. How important is the secondary school principal's role in Instructional Leadership/Curriculum? How does this level of importance relate to your District Factor Group?

This role is critical. The principal is *the* institutional leader of a building. The DFG is not a factor.

The secondary school principal *is* the instructional leader of the building. I do not believe it relates to the DFG.

Very Important, Principal must support instructional and curriculum development by action, modeling+ finances. 2nd question I can't relate to DFG as I believe it is important regardless of the DFG.

It depends on how the district is organized. In our case a strong central curriculum staff is most important.

High priority – Effective schools research speaks to the point.

Extremely important! Needs to carry out leadership role in coordinating efforts dept supervisors in implementing curriculum. In our DFG – This is very Important!

Very important for implementing curriculum audits and revisions with dept. chairs + teaching High academic achievement is expected in "T" districts. Consequently, curriculum + inst. Must be at a high level.

The principal of any school (el. Middle or H.S.), has a vital role in instructional leadership. Only when the principal is, in fact, an instructional leader is a high quality program possible. At the same time, the high school principal implements this vital role with the assistance of the dept. supervisors.

2. How important is the secondary school principal's role in adhering to Board Policies/Records/Reports? How does this level of importance relate to your District Factor Group?

This is important + helps assure due process. The DFG is not a factor.

The secondary school principal is an important member of the decision making team. I don't believe it relates to DFG.

A must! BOE Policies have to be adhered to DFG Again, doesn't matter.

All administrators must adhere to this.

Very important as member of the management team.

Extremely important! Must be knowledgeable of policies that affect high school.

Must be attentive to required records/reports. Very important to DFG.

Extremely important. Legal challenges can result from not adhering to BOE policies etc.

Vital! The principals in every school district are the superintendent's "arm" in the implementation of bd. Policy at the school level.

3. How important is the secondary school principal's role in Problem Solving/Decision Making? How does this level of importance relate to your District Factor Group?

This is what a principal does every day + its is important. The DFG is not a factor.

The secondary school principal is an important member of the decision making team. I don't believe it relates to DFG.

Very Important. The principal is expected to solve his/her building problems. As such he/she must have good + decisive decision making skills.

Very Important

Extremely important. Problems need to be addressed and solved at the local level if at all possible.

Extremely important! Critical part of job is in problem solving – making decisions. Very import to DFG.

Extremely important. Parents and residents in “T” districts are well educated and know how to challenge decisions.

Vital! The principal is the individual at every school who must be held responsible for solving problems at the school level.

4. How important is the secondary school principal's role in Supervision of Personnel/Staff? How does this level of importance relate to your District Factor Group?

This is critical. The principal must hire+ fire. No DFG factor.

The secondary school principal is the individual responsible for supervision in the building. I don't believe it relates to DFG.

Extremely – The Building Admin must observe every teacher in the building (AP or Prin) I am not going to respond to DFG anymore as it doesn't make any difference!

Evaluating staff is the most critical function.

Extremely important – these people work for our principals.

Extremely Important - Although not expected to observe/evaluate all staff (area supervisors carry it out) must be assured supervision is occurring appropriately.

Very Important to DFG.

Extremely important. The quality of staff must be kept up to meet parent and community expectations.

Vital! With the help of others, the principal must ensure the quality supervision of all staff at the given school site.

5. How important is the secondary school principal's role regarding the Physical School Plant? How does this level of importance relate to your District Factor Group?

Important role with it is shared with others. No DFG relationship. However, because of our DFG, aide is minimal.

The secondary school principal brings plant concerns to the attention of the maintenance dept. I don't believe it relates to DFG.

Moderately important. This responsibility can be delegated to an AP.

Not very other than keeping maintenance aware of problems.

Very important-- safety, cleanliness, physical beauty etc- for community, staff, parent, student confidence.

Very important. Very important that principal be abreast/attentive to physical needs-- appearances/condition of bldg Important to DFG

Important to maintain safe, attractive functional buildings.

Vital! With the help of vice principals and facilities supervisors, the principal must ensure the building is clean and all systems function effectively.

6. How important is the secondary school principal's role in Fiscal Management? How does this level of importance relate to your District Factor Group?

The principal helps build the budget. The DFG impacts state aid. Because our aid is low, fiscal management is difficult.

The role is limited to the secondary building only. I don't believe it relates to DFG.

Very Important. The Principal must be able to create an honest+ adequate budget + live by it.

Important to plan + use budget well.

Very important -- part of the management team.

Extremely important! DFG demands accountability in fiscal mgmt/bldg.

Secondary school budgets are more complex and require fiscal management expertise. Principals must be responsible for the budget.

Vital! Each principal must effectively manage the school budget and ensure that educational resources are available for teachers.

7. How important is the secondary school principal's role in Community Relations? How does this level of importance relate to your District Factor Group?

Another critical area. The principal represents the school in the community. No DFG relationship.

The principal plays an important role as the secondary school is in the public eye. I don't believe it relates to DFG.

Very important. The Principal + AP principal should be visible at all activities.

The HS principal is a critical figure in town. How he relates to the community is important.

Extremely Important - #1 PR person for their schools.

Extremely Important! Community/DFG expects continual/positive communications from high school.

Very important to maintain positive community relations to build support for the school, district, and budget.

This function is important but not as critical as the others alone.

8. How important is the secondary school principal's role regarding his/her Personal Qualities? How does this level of importance relate to your District Factor Group?

This is always a key. Positive qualities are a plus. No DFG relationship.

I believe they are inseparable. I don't believe it relates to DFG.

Extremely important. Any administrative must have excellent people skills to navigate through today's educational climate. Integrity is of utmost importance.

Good interpersonal skills – dealing with angry people very critical.

Extremely important – this is the person to whom we interact children, staff, multi million dollars.

Extremely important – probably most important. DFG demands credibility/good human relations skills/good character.

Personal qualities are important to keep confidence of staff, parents and community.

I do not understand the question.

9. How important is the secondary school principal's role in Professional Growth? How does this level of importance relate to your District Factor Group?

The principal helps to lead professional growth + should link it to building + district goals. No DFG relationship.

It is limited to his building only. I don't believe it relates to DFG."

"Very Important – Again as a role model + to keep abreast of research supported practices."

"Important- especially in modeling for staff and writing PIP's.

Very–They are the lead teachers and lead by example i.e. use of technology.

Very Important. Important to DFG – expect high level of professional achievement/growth.

Very important in setting the standard for continuous improvement. "T" districts are expected to be a source of professional dev. leadership.

As with all professionals, principals must continue to grow if they are to be effective.

10. How important is the secondary school principal's role regarding his/her Administrative/Management Duties? How does this level of importance relate to your District Factor Group?

The principal must run a well organized building. No DFG relationship.

Building management is crucial at the secondary level. I don't believe it relates to DFG.

Moderately Important. The principal oversees the critical operation. He/she must be able to delegate most of the administration.

Important

Very Important-- Critical to smooth operation of a large organization.

Very important- principal has to be leader—(manager, as necessary)— Very important to DFG.

The school must be well run to meet the BOE and communities expectations.

Effective principals are also people who are good managers. Time management is particularly important in the life of a high school principal.

11. How important is the secondary school principal's role in the Supervision of the Pupil Personnel? How does this level of importance relate to your District Factor Group?

Important, but shared responsibility. No DFG relationship.

The principal is an adjunct to the Pupil Personnel offices. I don't believe it relates to DFG.

Moderately important – there are many other in building to do this; Guidance, CST, SAC, etc.

Knowing students – being a presence – attending various events. Very Important.

Very Important—to see that all students are being treated fairly and equitably.

Very important– must assure guidance people are doing job! Very important to DFG- community looking for high quality/guidance(especially in college searches).

The principal sets the tone and guides the teachers and staff on building a positive school climate.

The principal has an over sighted responsibility, however, the primary role belongs to the director of guidance.

12. Are any duties, tasks, roles and/or traits that you feel a secondary school principal must possess that are immeasurable?

Yes, leadership has many dynamic components. The combination of the domains listed here are the key characteristics that defines success.

The ability to balance inputs for decision making.

Honestly, Integrity, Writing Skills, good work ethic. Being able to delegate+ not do everything herself/himself.

All the above.

The *awesome* responsibility of the role of principal and all that goes with it. Also you can not measure the love and loyalty of these people! Outstanding.

No response to question

Integrity

Ethical behavior, physical stamina, emotional stability.